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ABSTRACT

This document is designed to promote effective involvement in Title I programs by providing useful ideas and sources of additional information. Practical articles on effective parent involvement in education and materials illustrating how particular communities addressed their needs are presented. Also provided is an inventory of people, agencies and informative sources that can be contacted for help in solving specific problems. Examples are included in the following areas: (1) the relationship of parents to Title I; (2) developing parent leadership through parent advisory councils; (3) communicating through publications and programs; (4) setting up volunteer programs and training workshops; (5) helping parents to fulfill their roles in their children's education; and (6) using community resources. Also provided is a self questionnaire on parents and Title I, as well as Title I regulations taken from the "Federal Register." (Author/GC)

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PARENTS AND TITLE I

A Resource Package

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Compiled by:

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February, 1978

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EDUCATION & WELFARE
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PARENTS AND TITLE I

A Resource Package

INTRODUCTION

Parents and Title I is designed to serve as a resource to promote effective parent involvement in Title I ESEA programs. While the package is especially aimed at the newcomer to Title I and the Title I parent advisory council, it will also provide a useful reference for veteran parent advisory council members, Title I parents, community coordinators, Title I project staffs, and others concerned with forwarding parent participation in compensatory education.

This resource package is not intended to be either a guideline or a definitive compilation of examples that should be imitated. Rather, the package is designed to serve as a "starter kit" or springboard from which parent advisory council members might obtain useful ideas, sources of additional information, resource people to contact, as well as access to such key documents as the Title I regulations as printed in the *Federal Register*. Equipped with such information, it is anticipated that parent advisory councils will develop and implement their own programs tailored to the needs of their community and their children.

Parent advisory councils are mandated by federal regulations. The need for practical materials on parent involvement which can be of immediate use to PAC's (parent advisory council) is obvious. This package, therefore, does not present the theory and research on parent involvement in education, for that research has repeatedly underscored the positive influence of the home upon the education of children. Rather, this package has three objectives; to provide a compilation of practical articles on effective parent involvement in education; to provide examples of materials illustrating how a particular community addressed a particular need; to inventory key people, agencies and informative sources that can be contacted for detailed information about solutions to a specific problem. For example, the names, addresses, and telephone numbers of all agencies, people and bibliographies listed in the package have been verified for accuracy as of the autumn of 1977.

Parents and Title I is the first of a series of resource packages devoted to various aspects of compensatory education. It has been developed and disseminated by the Title I Dissemination Project as a service to those local Title I ESEA projects participating in the cooperative dissemination project. The package was compiled for the Dissemination Project by the Merrimack Education Center located in Chelmsford, Massachusetts. Ms. Jean Sanders, Ms. Ann Murray and Ms. Lisa Samel of the M.E.C. staff efficiently and effectively performed the research and compilation tasks. The format and contents of this package was significantly shaped by the suggestions and recommendations of the Dissemination Committee of the State Parent Advisory Council for Title I ESEA: Monika Lashway, Sue Whitfield, Ann Bailey, Evelyn Benedetti, Sarah Carter, Donna Dobbert, Victoria Ford, Bonnie Joppich, and Elizabeth McAleet. The addresses of the Dissemination Committee members appear directly following this introduction. They, and the entire State Parent Advisory Council, constitute a rich resource that local PACs will want to draw upon. The names and addresses of the members of the State PAC appear in the "Using Community Resources" section of this package. Mr. John Mahoney, Federal Programs Coordinator of the Holyoke Public Schools, provided much appreciated assistance during the developmental phase of this package as did Mr. Walter Brown, Program Specialist, Title I, of the New England Regional Office of the United States Office of Education, Mr. Thomas Donahue, Parent Liaison Officer of the State Title I Office, and Mr. Jack Baptista, State Director of Title I. A special acknowledgment is extended to those Title I programs which have developed the publications and procedures which have been used as examples in this publication. Without their good work, the value of this resource would be greatly diminished. It is our hope that other communities will profit by what has already been done and will build upon these efforts so that more improved services for children with compensatory needs will result.

This package has been produced with a three-hole punched format. This format permits the materials to be kept in a binder and to which individual PACs can add other materials on this topic which they find useful. From time to time, the Title I Dissemination Project will be distributing other materials on this topic. These materials, too, can be added to the resource package thus *making it an up-to-date information source for PAC members. It is equally important for local projects and parent advisory councils to send any materials they may produce to the Dissemination Project. With such two-way interaction, a dynamic dissemination network can emerge whereby the programs and products of one community can find additional uses in other communities. The address of the Dissemination Project appears on this page.*

Should additional copies of this package be desired, they can be obtained at cost by contacting the Title I Dissemination Project.

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FEEDBACK SHEET

Parents and Title I is a starter information package that hopefully will be revised and added to over the years. The key to improving the future usefulness of this package will be the feedback provided by parents who have used it as a resource. Such feedback will provide guidance to the Title I Dissemination Project in tailoring follow-up materials, or a revision of this package, to the information needs of parents. Will you, therefore, share your experience in using this information package with us by filling in and returning the questionnaire below to the Title I Dissemination Project. Your cooperation in this regard is both needed and appreciated. You need not provide your name or address unless you so wish.

Parents and Title I

1. Which sections of this information package did you find of greatest use or value? ____________________

   ____

   Reasons: ____________________

   ____

2. Which sections of this information package did you find of little use or value? ____________________

   ____

   Reasons: ____________________

   ____

3. Did you detect any errors in the information sources provided in this package? (For example, incorrect telephone numbers, agency addresses, etc.) ____________________

   ____

   ____

4. What kinds of information would have been helpful to you but were not included as part of this package?____________________

____

____

5. What suggestions do you have for improving the usefulness of this information package?______________________________

____

____

6. What other topics for information packages designed for parents do you think ought to be produced and disseminated? (Examples might be: Family-based Home Learning, Community Relations, Parenting. Leadership Development, etc.)____________________________

____

____

7. Other comments:____

____

____

The Title I Dissemination Project
Rooms 612-613
Statler Office Building
20 Providence Street
Boston, Massachusetts 02116

[The following statement on the role of Title I parent advisory councils was contained in a letter to Mrs. Ann Bailey, a member of the Springfield Parent Advisory Council and the State Parent Advisory Council. The statement was written by Richard L. Fairley, Director, Division of Education for the Disadvantaged of the United States Office of Education. This is the federal agency that administers Title I across the country. Dr. Fairley's statement forms an excellent introduction to the entire subject of parent involvement in Title I, the subject of this information package. You may follow up on Dr. Fairley's references to the federal regulations by referring to the appropriate numbered sections in the Federal Register which is located in the Appendix of this information package.]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Our Reference: CEP

Mrs. Ann Bailey
833 Chestnut Street
Springfield, Massachusetts 01107

Dear Mrs. Bailey:

This letter is in response to your conversation with Velma James at the coalition training conference in which you requested information on the role of parent advisory councils.

The intent of Public Law 93-380 was to encourage parents to become more involved in the education of their children. It would be extremely difficult, if not impossible, for school personnel to listen to and debate all recommendations made by each interested parent. The councils basically provide parents an organized means for discussing their interests and concerns and making recommendations that will be forwarded to appropriate personnel. In other words, the council members represent other parents in the community and should be voicing their concerns and views. Parent involvement then, is a vehicle for increasing the effectiveness of projects under Title I.

P.L. 93-380 and the regulations (116a.25(a)(3)) mandate that the parent advisory councils advise the local school district in the planning, implementation, and evaluation of the Title I programs and projects. This means that the councils are to be involved in every phase of the Title I program. To carry out this function, the PAC members must know the program well and keep abreast of how it is operating in each project. This requires a close working relationship between councils, (school, intermediate, and district) and a coordination of their functions (116a.25(6)) because their levels of involvement will differ. The school council is primarily concerned with the needs of its own building, (attendance area) although educational problems and solutions are not confined to any one school. Members of the building council should know the needs of other schools and the resources in the district as a whole. The intermediate council is concerned with Title I projects in groups of schools and the district council is interested in the Title I program in the entire school district.

There aren't sufficient funds to serve all students eligible for Title I services. Title I funds must be spent at a limited number of eligible schools to assist a limited number of educationally deprived children in a school district. Although Title I projects are locally designed to meet local conditions and the particular needs of disadvantaged students, the process of planning, implementing, and evaluating Title I projects year-by-year can be described in general terms which fit all school systems. The Parent Advisory Council will assist and provide advice to the local school district in developing a Title I program. This process includes:

1. Identification of eligible schools
2. Conducting needs assessment
3. Ranking student's needs
4. Identifying students needing assistance
5. Concentrating funds in target schools
6. Designing programs
7. Implementing programs
8. Evaluating programs

Program development is an on-going process that includes a number of activities which overlap. For instance, most districts begin planning for the next year's program before the current Title I program is completed. The council should know the project design schedule and should be organized in a manner that would best facilitate the flow of information in your district.

The ways in which the parents are involved during the implementation or operational phase of the Title I program vary, and depend to a large extent on the nature of the project, the interest and abilities of the parents, and the relationship between council members and school personnel. There are two major kinds of involvement that may be considered. One is to approach project operations in the role of an organized advisory group and the other is to engage in project activities as individuals providing direct help to students.

Organized advisory activities may include:

1. Work with teaching staff to plan special programs of interest for Title I parents.
2. Visits to schools to observe how the project is operating. These visits will contribute to more informed decisions in designing and evaluating programs.
3. Recruit volunteers to assist in school activities.
4. Organize a follow-up committee to visit parents of students being served after they have been notified by the district that their child has been selected for the project. This committee may serve as the body for screening parents views regarding the Title I project (116a.25(g)(5)).

P.L. 93-380 Section 141(a)(6) and the regulations 116.43 require that the school district objectively measure how well its Title I project met the educational needs of participating students. Like project design, evaluation is an on-going process and can be affected by decisions made about program planning, implementation, and administration. Although the outcome of the evaluation normally takes place at the end of the project, evaluation design must be considered during the early stages of the planning process and continued throughout the operation of the Title I program. Provisions should be built into the program that would allow frequent assessment of how well the instructional program is working for a given group of youngsters. Parent advisory council activities may include:

1. Review of past evaluations and reports.
2. Visit projects and record observations.
3. Assist the school district in interpreting the evaluation report to the parent community.
4. Review procedures and techniques to be used in making evaluation.
5. Comment on plans for and results of evaluation of student progress.

If we can be of further assistance, please don't hesitate to contact us.

Sincerely yours,

Richard L. Fairley
Director, Division of
Education for the Disadvantaged

PART ONE – WHAT'S IT ALL ABOUT? GENERAL GUIDELINES FROM THE FEDERAL GOVERNMENT

1. What is Title I, ESEA?

Title I of the 1965 Elementary and Secondary Education Act (ESEA) was passed by the U. S. Congress for the purpose of enabling local districts to overcome educational deprivation. Under the law, the federal government can give money to any school district in the country which has ten or more children from low income families living in it. Depending on the size of the school district this amount can run into millions of dollars, since the money available nationwide is divided on the basis of the number of children from low income families in each district.

The money made available can be used for a wide variety of programs and services, including such things as transportation, medical and dental care, books, supplies, extra teachers, aides, food programs and special learning classes. In fact, the possible uses of the money are almost unlimited as long as the funds are used only for projects which will help educationally deprived children who live in communities with low income. Other requirements are that a project must include a system of evaluating its effectiveness (that is, to see if it is really helping educationally deprived children). Records must be maintained so that the Massachusetts Department of Education can monitor the project.

2. What is Educational Deprivation?

Many children from low income families are "educationally deprived," which means that they are behind in school or are having a difficult time learning. Educationally deprived does *not* mean that children are not intelligent. It is only that they have been unable to get full value out of the education which is available to them, or that they have not been offered a full educational opportunity.

No matter what the cause of educational deprivation, the result is usually the same. These children are unable to benefit from school to the same degree as those children with the same intelligence. Children who are not from low-income families can be educationally deprived, while many children from low-income families are not. Generally, however, schools with the largest numbers of children from low-income families are also those with the highest percentage of educationally deprived children.

3. Who Can Benefit from Title I?

To determine which children will be able to participate in Title I projects, a school district must first determine which attendance areas have average or higher than average numbers of children from low-income families as compared with the school district as a whole. (Attendance areas usually correspond to schools—the area from which children attend a particular school is an "attendance area.") Attendance areas with a higher than average number of children from low-income families are eligible to receive Title I funds. These are called "target areas" or "target schools."

Once a target school is determined, all children who are educationally deprived, regardless of their parents' income, are eligible to participate in Title I programs. If there are more children from low-income families than children from non-low-income families in your child's school or if your school district is mostly high income families but the majority of children from low-income families are in your child's school, the school should be getting Title I funds.

4. How Does a School Apply for Title I Money?

When the target areas are determined, the district can apply for Title I funds. The application is usually written by a project officer (a school official). This is done in consultation with a "Parent Advisory Council" (PAC). From the PAC the application must go to the school committee for its approval. Then it is sent to the state Title I co-ordinator, or "Project Director" as he is called in Massachusetts. If the Project Director or his assignee is satisfied that the proposal meets all the requirements of the law, he approves the application and the money will be sent to the local school district.

5. What is a Parent Advisory Council?

Title I can be much more effective if parents are involved in the program at the local level. Every school district receiving Title I funds is required to set up a Parent Advisory Council to assist in planning, setting up, and evaluating Title I projects. The members of the PAC are your representatives in Title I matters. A majority of the members must be parents of educationally deprived children who live in attendance areas to be served by the project. The school district has to guarantee in its Title I application that the parents on the council are representatives of the children to be served, and of the attendance areas included. This means that the PAC cannot be made up exclusively of high income parents from one area of the community whose children happen to attend target schools. Similarly, this means the PAC must include some parents who can represent the needs and desires of the lower income parents who will be served by Title I. If it does not, your school district is not complying with the regulations and could lose its Title I money. You can find out who your representatives on the Parent Advisory Council are by turning to page 10 of this brochure.

6. What Does the PAC Do?

The Parent Advisory Council should be involved in *every* step of Title I activity, from planning future programs to evaluating their effectiveness. The PAC should also have copies of the current application as well as applications for previous programs and evaluations of their success. Plans for future Title I programs are to be given to the PAC, with a description of the planning process which has already taken place. The PAC must also be given any other information which it feels to be important for the planning, development, operation, and evaluation of Title I in the community.

When they have all the information which they think is needed, the PAC members can make recommendations about what Title I money should be used for. Legally, the PAC can only make recommendations, which do not have to be included in the application for a program. But the application has to be submitted to the PAC before it can be approved and it is often possible, through negotiations, to include recommendations which reflect the desires of the PAC. The Parent Advisory Council must have the opportunity to submit comments to the state Department of Education at the same time that the application is filed.

The PAC is supposed to be "effectively involved" in the local Title I program. If the school district really permits this involvement, recommendations by the PAC will be included in the Title I application, or at least the application will be altered in such a way that the interests of parents can still be met.

7. Is Title I and Chapter 766 the Same?

They are two separate programs. Both programs serve the educationally disadvantaged child. A major difference is that Title I operates with federal money, while Chapter 766 utilizes local and state money. Title I children do not require a core evaluation although much diagnosing is done before instruction begins.

[Federal regulations require that Title I funds supplement and not supplant state or locally funded programs. Section 116.40 a(2) of the federal regulations (see Federal Register in the Appendix) states:

> *"No project under Title I shall be approved unless Federal funds made available for that project (i) will be used to supplement, and to the extent practical,increase the level of state and local funds that would, in the absence of such federal funds, be made available for the education of pupils participating in that project; (ii) will not be used to supplant state and local funds available for the education of such pupils; and (iii) will be used solely to pay the excess costs of programs and projects and projects assisted under Title I."]*

(8) Must Parents be Involved in a Title I Project?

Yes. Parental involvement has always been a requirement of Title I, but such involvement was not part of the law until 1970. The Commissioner of Education has indicated that such involvement is essential to the success of Title I.

(9) How are Parents Involved in a Title I Project?

Each school district must have a system-wide council composed of a majority of Title I parents. The council participates in the planning, operation, and evaluation of the district's Title I program. The U. S. Office of Education has also *[required]* that parent councils be organized at each Title I school. *

(10) What Responsibilities Does the Local Education Agency have to the Parent Council?

It must provide the council with all the information it needs to function effectively, establish specific means for answering the questions of parents, and indicate the council's views in the Title I application.

(11) Are Title I Programs Measured for Effectiveness?

Yes. The local education agency is required to evaluate, at least once a year, the effectiveness of its funded programs in meeting stated goals.

(12) Is Yearly Refunding of Title I Projects Automatic?

No. Congress allocates Title I funds for each year and new applications must be submitted annually. However, the same project may be continued if it is approved again.

(13) Does the Federal Government Control Local Education Programs (curriculum, choice of books, etc.) Through Title I Funding?

No.

[in communities where the population of the Title I schools, taken together is equal to, or greater than 1000.]

GLOSSARY

1. *Aid to Families with Dependent Children* - often referred to as AFDC, or ADC, this program provides money to families who do not earn enough money to support their children. The amount of AFDC money granted depends on the number of children in the family and the family's income. State AFDC plans are approved under Title IV of the Social Security Act.

2. *Allocation* - An allocation is the amount of money actually set aside for a State of local school district under Title I. (See also Appropriation and Authorization.)

3. *Application* - An application is a legal document submitted by the local school district to the State Department of Education for approval. In the case of the Title I migrant program, the application is submitted by the State to the U.S. Office of Education (USOE). The application describes the district's or State's project. It must include a description of each component making up the Title I project a detailed budget, an evaluation plan, and various assurances that all Title I rules have been followed.

4. *Appropriation* - An appropriation is the amount of money made available by the Congress of the United States to support a national program.

5. *Attendance Area* - An attendance area is the geographic area served by a particular school.

6. *Audit* - An audit is a review of program and financial records to determine if money has been properly used.

7. *Authorization* - The maximum allowable amount which Congress could appropriate for Title I according to the formula in the law is called the authorization.

8. *Average Daily Attendance* - Average daily attendance is the average number of children in school each day. Every State has its own way of computing average daily attendance. Some States include students who were only in school for half day while others do not; some include preschool children, others do not.

9. *Average Per-Pupil Expenditure* - Average per-pupil expenditure is the total amount of State and local money spent on public elementary and secondary education in the State (or Nation) divided by the number of children in public elementary and secondary schools in the State (or Nation).

10. *Census* - The census is a population and housing survey conducted by the Bureau of Census, U.S. Department of Commerce, once every 10 years. It provides statistics on family income and number of children. This information is used to determine where large numbers of low income children live.

11. *Comparability* - For Title I, comparability means that students in Title I schools receive as many services (though they may not be the same) from State and local funds as students in non-Title I schools.

12. *Compliance* - Compliance means having followed all the rules for Title I.

13. *Concentration* - Concentration means limiting the use of Title I funds to the children who have the greatest educational need.

14. *County* - A county is a geographic political subdivision within a State. Counties in most States include several school districts.

15. *Educationally Deprived Child* - An educationally deprived child is one who is behind in school. He is not doing the school work expected of children his age because of economic, social, language or cultural problems.

16. *Effort Index* - The effort index is the amount of all non-Federal money spent on public elementary and secondary education in a State (or Nation) divided by the total personal income in the State (or Nation).

17. *Elementary and Secondary Education Act (ESEA)* - This act (Public Law 89-10), passed in 1965, included provisions under Title I to fund projects to help educationally deprived children. Other titles are used to expand school library services, and fund new kinds of education programs. Later amendments provided for bilingual education and dropout prevention programs.

18. *Fiscal Year* - The Federal fiscal year is October 1 to September 30. Title I programs run from September 1 to August 31.

19. *Grant* - A grant is the amount of money given to an agency for a particular purpose. Under Title I, a grant is given to a State or local education agency to provide special educational services for educationally deprived children in low-income areas when its project application has been approved. The grant cannot be more than the allocation.

20. *Local Education Agency* - For Title I, local education agency (LEA) means a board of education of some other legal authority having administrative control over public education in a county, township, or school district.

21. *Low-Income Factor* - The low-income factor is the amount of money a family can earn annually in order for children in that family to be counted in finding out how many children are eligible for Title I services. This is used only at the national level for making allocations under the formula prescribed in the law.

22. *Maintenance of Effort* - Maintenance of effort means that the State or local school district must continue to support public elementary and secondary schools within the State (or district) to the same extent or better than it did before Title I funds were available.

23. *Migrant Child* - A migrant child is one who crosses school district boundaries during the year as his family does agricultural work. A migrant child may cross district boundaries within the same State (intrastate) or between several States (interstate), so he attends school in more than one school district during the year.

24. *Monitoring* - Monitoring means checking or overseeing to be sure everything is all right or, in the case of Title I, that project application and project operations follow Federal and State rules.

25. *Needs Assessment* - A needs assessment is a study of a child's educational problems and how they can be solved.

26. *Onsite Visit* - An onsite visit is a trip to a project location. It may have several purposes - to monitor, to provide technical assistance, or to identify good practices.

27. *Program* - A Title I program is all the projects in a school district or State.

28. *Project* - A project is a set of activities designed to correct a specific educational problem of a limited number of educationally deprived children.

29. *Ratable Reduction* - Ratable reduction is the process of giving each State and county its fair share of Title I funds by giving them the same percentage they would be eligible to receive if the program were funded at its full authorization.

30. *Regulations* - Regulations are rules for Title I. Federal regulations must be published in the Federal Register and become effective 30 days after publication. They usually explain or expand on some part of the law. States may also issue rules and procedures for Title I, as long as they do not conflict with Federal regulations and law.

31. *State Education Agency* - State education agency (SEA) refers to the officer or office responsible for supervising public secondary and elementary education in the State.

32. *Suballocation* - Suballocation is the way by which a State education agency divides Title I funds allocated to each eligible county in the State among school districts within each county.

33. *Supplant* - Supplant means to replace or to be used instead of Title I funds may not be used to supplant State or local funds for education.

34. *Supplement* - Supplement means to add to Title I funds should supplement State and local funds for education of a special group of children identified under the Title I requirements.

35. *Supportive Services* - Supportive services are noninstructional activities needed to achieve the educational goals of a Title I program. Such services might include medical and dental care, transportation, counseling and food.

36. *Target Areas* - Title I target areas are local attendance areas with a higher number of percentage of children from low-income families than the school district average for all attendance areas.

37. *Technical Assistance* - Technical assistance is expert help.

38. *Title I ESEA* - Title I ESEA is the largest Federal aid to education program. It provides monies to State and local education agencies to finance special educational programs for educationally deprived children in areas with many low-income families and for Indian, migrant and institutionalized children.

II. DEVELOPING PARENT LEADERSHIP

The strongest home-school-community program involve parents directly in educational issues. Parents in leadership roles can give invaluable feedback on curriculum and budgetary matters, can help coordinate volunteer programs, can serve as the communication link between the school and other parents, and can support programs politically.

Title I programs, in particular, have given new respectability and dimension to the parent role. It is mandated by law that Title I parent advisory councils be established and involve parents in the "planning, developing, implementation, and evaluation" of the instructional program.

Recommended Reading:

Title I ESEA: How It Works (Revised Edition which includes 1974 amendments will be available in early 1978).
DHEW Publication No. (OE) 73-07104
U.S. Dept. of Health, Education and Welfare
U.S. Government Printing Office
Public Documents Department
Washington, D.C. 20402

Parent Power in the Schools by Ann Murray
Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Any specific questions relative to Title I should be referred to your local Title I project director. The Massachusetts Department of Education maintains Regional Education Centers throughout the State and these Centers have on their staffs State Title I Supervisors responsible for monitoring the operation of Title I throughout the State. The State Education Agency, therefore, is another source of information concerning Title I. The Massachusetts Department of Education Regional Education Centers are located as follows:

Greater Boston Regional Center
54 Rindge Avenue Extension
Cambridge, Mass. 02140
(617) 547-7472

Central Massachusetts Regional Center
Beaman Street
Route 140
West Boylston, Mass. 01583
(617) 835-6267

Springfield Regional Center
155 Maple Street
Springfield, Mass. 01105
(413) 734-2167

Northeast Regional Center
1551 Osgood Street
North Andover, Mass. 01845
(617) 687-3351

Southeast Regional Center
Post Office Box 29
Middleboro, Mass. 02346
(617) 447-3240

[Note: While the P.O. address of the S.E. Center is in Middleboro, the actual location of the Center is in Lakeville at the Lakeville Hospital on Route 105.]

Pittsfield Regional Center
188 South Street
Pittsfield, Mass. 01201
(413) 499-0745

DRAFT**

MASSACHUSETTS DEPARTMENT OF EDUCATION

TITLE I, ESEA, REQUIREMENTS FOR PARENT INVOLVEMENT*

All local education agencies applying for funds under Title I, ESEA must comply with the requirements as set forth below. Please note that the specific requirements are underlined. These are followed by recommendations for implementing the requirement.

REQUIREMENT I

The local education agency (LEA) shall establish a Title I parent advisory council (PAC) or councils that represent parents of public and non-public school children residing in eligible school attendance areas which are to receive Title I services. The LEA shall ensure representation from each school receiving Title I services.

Recommendations

A. An LEA that has up to 10 eligible schools receiving Title I services should establish at least one parent advisory council (PAC).

B. An LEA with more than 10 eligible schools receiving Title I services should establish two or more advisory councils to ensure the representativeness outlined in Requirement I.

C. An LEA that establishes more than one Title I parent advisory council (PAC) should form, also, a systemwide parent advisory council (PAC) elected from among and by the member of the individual parent advisory councils.

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*As amended by action of Massachusetts Board of Education May 22, 1973.

**[Note: These guidelines are in the process of being updated. They will be distributed when available. Please replace this set of guidelines with the new set once you receive them.]

REQUIREMENT II

The local education agency (LEA) shall establish a parent advisory council (PAC) or councils elected by the parents of public and non-public children residing in eligible school attendance areas which are to receive Title I services. Parents not employed by the LEA shall constitute more than a simple majority of the membership on the elected council or councils. The LEA shall, in formulating election procedures, involve local organizations which serve educationally disadvantaged children and their families.

Recommendations

A. In order to provide continuity on parent councils no more than half of the offices should be vacated each year. A term of office should be for two years.

B. For a 10 member council, 6 members represent a simple majority thus 7 members would represent more than a simple majority.

REQUIREMENT III

The local education agency (LEA) shall provide parent advisory councils (PAC) with the means to supply information concerning parents' and children's views about unmet educational needs in Title I project areas, recommend priorities among the children's educational needs and methods of satisfying those needs, and participate in the planning, development, operation and evaluation of Title I program.

Recommendations

A. The LEA should solicit recommendations from the parent advisory council (PAC) as described in Guideline III at least 60 days before the state education agency (SEA) deadline for submitting funding applications. The LEA should then respond in writing to the recommendations within 30 days. The completed Title I application should be forwarded to the parent advisory council (PAC) for final review 15 days before submitting it to the SEA.

B. Council participation in development, operation and evaluation may take the form of visits to Title I classes, discussion of evaluation results, volunteer assistance for special activities, visits to other LEA programs, and attendance at workshops and conferences.

REQUIREMENT IV

The local education agency (LEA) shall develop and maintain an information, training, and technical assistance program for parent advisory council (PAC) members. Such information shall include copies of official applications, and other accessible government programs for educationally deprived children and such documents and records as are available to the general public, as provided for by Public Law 91-230, Section 110, but not including information relating to the performance of identified children and teachers.

Recommendations.

A. The LEA should inform parent advisory councils (PAC) of significant changes in the Title I applications.

B. The LEA should assist the parent advisory council (PAC) in obtaining information from school personnel and community organizations.

C. The LEA should reimburse parent advisory council (PAC) members for actual expenses allowable and budgeted under the approved Title I application, and incurred in carrying out their responsibilities or as a result of their services.

D. The LEA should provide for reasonable access to Title I schools by members of parent advisory councils (PAC) and have appropriate school officials available for consultation with parent members at times and places mutually convenient for parents and school officials.

REQUIREMENT V

The local education agency (LEA) shall submit a written description of its compliance with these Requirements as required in the Program Description section of the application for funding the Parent Involvement Checklist signed by the parent advisory council (PAC) chairman. Any application received without a signed and approved Parent Involvement Checklist will result in a prompt hearing convened by the state education agency (SEA).

Recommendations

A. The Parent Involvement Checklist should be completed after the Council has reviewed the application for funding. The chairman of the parent advisory council (PAC) or system wide council (where there is more than one council) should sign the checklist on behalf of the council members. Responses to the checklist items should represent a majority opinion of council members.

B. The parent advisory council (PAC) should maintain close contact with the local education agency. Should a hearing appear necessary, an immediate request should be made in order to avoid delays in the implementation of the project.

REQUIREMENT VI

If by vote a duly constituted meeting the parent advisory council (PAC) raises doubt as to the effectiveness of a Title I proposal or project, the local education agency (LEA) shall provide a hearing for the council within 15 days of the receipt of written notice from the council chairman and render a decision in writing within a 15 day period. The LEA or the parent advisory council (PAC) chairman shall have the right to appeal to the Commissioner of Education if the outcome of the local hearing is unsatisfactory. The Commissioner of Education shall provide a hearing within 15 days of receipt of written notice from the LEA or the parent advisory council (PAC) chairman and the decision of the Commissioner or his designee(s) shall be rendered in writing and considered final.

Recommendation

The LEA should forward grievances from individual parents or organizations to the parent advisory council (PAC).

SAMPLE MATERIAL FROM LOWELL, MASS.: MARTHA BYAM, PARENT COORDINATOR

TITLE I
PARENT ADVISORY COUNCIL
FACT SHEET

Parental Involvement creates between home and school a partnership whose purpose is to see that children receive the help they need.

WHAT IS THE P.A.C.?

The Parent Advisory Council is a group of elected parents working together to improve their children's educational opportunities. New Federal Guidelines require that each school receiving Title I services have a P.A.C.

WHO SERVES ON THE P.A.C.?

Parents - State Regulations specify that 51% (or 1 more than a simple majority) of a P.A.C. must be parents of children currently receiving Title I services or parents of children who received them in the previous year. The other 49% can be made up of education administrators, representatives of other involved community agencies, or parents from the target school attendance area.

WHO ELECTS THE P.A.C.?

All parents *[of children who reside in a target area]*.

WHY DO WE NEED A P.A.C.?

Parents are important! Parents are the first teachers. They know more about children's needs and what type of program would help them to better learning. Also, children learn best when their parents are involved.

WHAT IS EXPECTED OF A P.A.C. MEMBER?

To attend a monthly meeting where parents will advise Title I personnel as to:

- what the needs of their children are
- how they feel those needs could best be met with a Title I program
- to help in the evaluation of Title I programs already in process

MOST IMPORTANT!! Title I services cannot be provided without parents being involved.

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Integrated Education, V12, N5, p.19, 1974.

parent involvement in title I programs

richard s. zusman

In October, 1971 the United States Office of Education issued an addendum to the Title I regulations. The addition attempted to identify and outline the role of parents who have children served by compensatory education (Title I) programs. It states:

> Parental involvement at the local level is deemed to be an important means of increasing the effectiveness of programs under Title I of the Act. Each application of a local educational agency . . . for assistance under that Title (Title I), therefore (i) shall describe how parents of the children to be served were consulted and involved in the planning of the project and (ii) shall set forth specific plans for continuing the involvement of such parents in the future plannings and in the development and operation of the project . . .[1]

The rewards for the involvement of parents in the needs assessment and evaluation of Title I programs are threefold: their participation will enhance and develop more comprehensive needs assessment and evaluation procedures; part of the Title I funds will go directly back to the target areas; and parent involvement will result in better communication and acceptance of Title I throughout the communities. These procedures can help to bridge the cultural gap between the community and the school.

One method of involving parents in compensatory education programs is to have them, through the parent advisory councils, participate in the needs assessment and evaluation activities conducted within their local Title I programs. This is all part of the concept of accountability currently outlined in many educational journals. It is impossible to have a comprehensive needs assessment or a detailed evaluation design without involving parents. Parents of educationally disadvantaged students can and should become an integral part of the accountability team.

Parents can be trained to assess children on an individual basis utilizing a behavioral objective checklist or a criterion reference test. They can be taught to determine if Johnny or Jane can count to ten or if they can identify the three primary colors.

Parents can be taught to interview other parents since they already speak the language of the community. They can command a high degree of trust and communication, eliciting valuable information which otherwise might be unobtainable. This data can be utilized in both the program's needs assessment and evaluation. In addition, in some programs parents may observe classroom instruction with specially designed observation instruments. The Worcester and Springfield, Massachusetts' Title I projects used parents in this capacity.

For obvious reasons, parents should not administer standardized norm-reference tests such as the *Metropolitan Achievement Test* or the *Gates-MacGinitie Reading Test* since these tests require specialized and advanced training and skills to administer. However, there are important types of needs assessment and evaluation activities for which a college degree and special training are not necessary.

Some evaluators and Title I directors will question parents' objectivity. Can a parent who has a child in a local Title I program take an unbiased look at the child's academic growth and the management of the program? Realistically, a parent cannot objectively assess his own child but with proper training a parent can be taught to assess other children. He can also learn to conduct an interview and to collate the results of questionnaires. The point to remember is that Title I parents should be part of the accountability team, but they should not be solely responsible for the development of the project's needs assessment and evaluation processes. They would be performing only sections of the program under the guidance and direction of trained professionals.

A second reward for the involvement of parents would be the financial benefits to those living in so-called Title I target areas, since their newly acquired skills would be compensated.

Finally involving parents of educationally disadvantaged children in the accountability processes, the local Title I programs would provide a vehicle for the dissemination of information. Many more people would learn about compensatory education.

Without education or deliberate propaganda there is no race feeling at all. Children have no race prejudice. Race feeling and race repulsion only come because of persistent teaching and because scoundrels can profit by it.

—W. E. B. DuBois to H. B. Hayden, May 6, 1927

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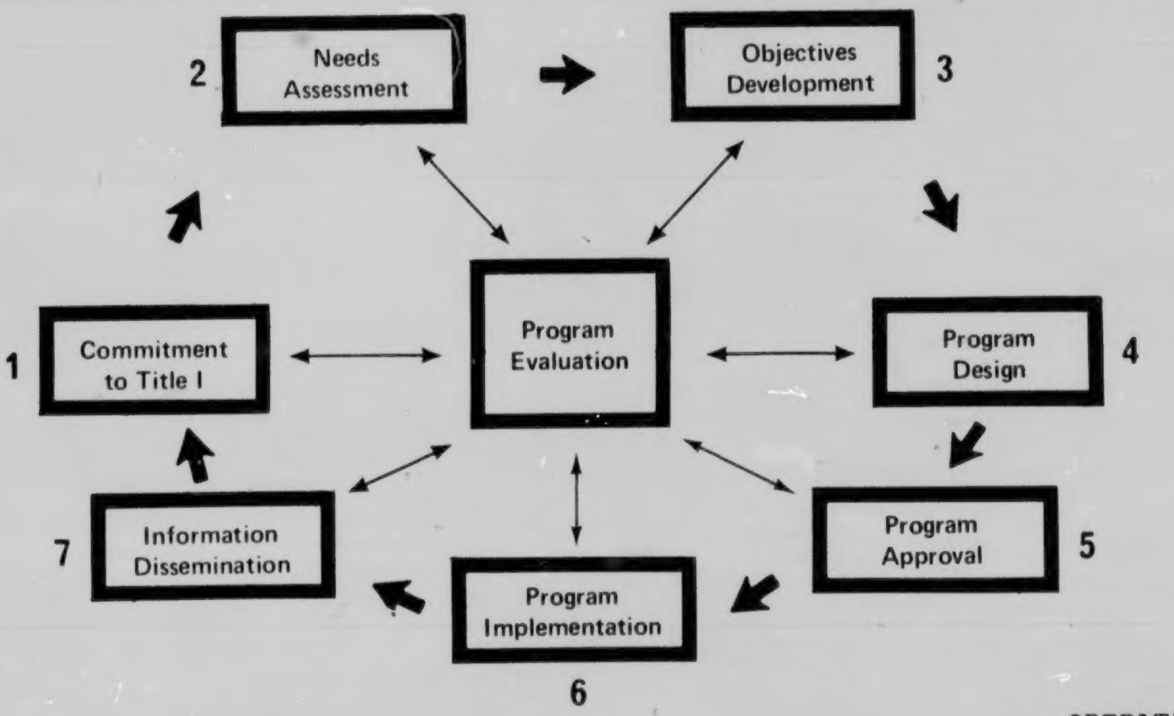
[1] U.S. Department of Health, Education, and Welfare, Office of Education, *Regulations*, Title I of the Elementary and Secondary Education Act of 1965 Public Law 89-10, Title 45, Part 116 of the Code of Federal Regulations Revised and Amended.

Operation HELP! Development Process


2
Needs Assessment
Objectives Development
3
1
Commitment to Title I
Program Evaluation
Program Design
4
7
Information Dissemination
Program Approval
5
Program Implementation
6

OPERATION HELP!
KINGSTON, HALIFAX, PLYMPTON,
MASSACHUSETTS

EXCERPTS FROM

A HANDBOOK FOR PARENT ADVISORY COUNCILS

Olympia, Washington
1975

[This is excerpted from A Handbook for Parent Advisory Councils with the permission of the Superintendent of Public Instruction, State of Washington, Old Capital Building, Olympia, Washington. Title I regulations for the State of Washington may differ from the Title I regulations for the State of Massachusetts. Massachusetts regulations can be found on page 20. An asterisk indicates where the State of Washington regulations differ from Massachusetts regulations.]*

Membership

RULES AND REGS

- There must be a separate parent advisory council (PAC) for every school building that has a Title I project, as well as one that represents the entire district.

- Building PACs are not required where Title I projects operate in only one building or in more than one building with a combined total enrollment of less than 1,000. [*The district PAC may, with state approval, serve such situations*]

- The majority of members of each PAC must be parents of children who have been or will be served in the past or current year's project.

- Members of each PAC must be *[elected]* by* the parents in the attendance areas of the schools served.

- Chairpersons and other officers are to be elected from and by the voting membership.

WAYS AND MEANS

- PAC members can be recruited in various ways:
    - Personal or telephone contact by parents or school staff
    - Notices or letters sent to all parents of Title I students
    - Invitations to a Title I open house
    - Notices in newspapers and on local radio and television.

- Parents' involvement in a PAC and Title I should be discussed with them in terms of helping their own and other children.
    - Describe how students are selected and served.
    - Have teachers and students demonstrate how the project operates.
    - Talk about how former students have benefited from the program.
    - Explain how past parent involvement has helped the project.
    - Describe how parents can directly contribute to their own children's education.

- Your PAC can maintain an active membership by:
    - Holding PAC meetings at convenient times and places
    - Reminding members of meetings by mail and telephone
    - Arranging car pools and baby sitting
    - Sponsoring occasional potluck dinners
    - Holding interesting meetings for useful purposes—never holding meetings just for the sake of meeting
    - Using Title I funds, as necessary, for appropriate PAC expenses.

Management

RULES AND REGS

- A parent advisory council must be established at the district level and for each Title I building—with the exception of certain, smaller districts.

- Parent advisory councils must be given the opportunity to review and comment on the district's Title I application before it is submitted to the state for approval and funding.

- The PAC chairperson and other officers must be elected by the voting PAC membership.

  - A calendar of activities and schedule of meetings
  - Committees or task forces which are assigned specific jobs
  - A schedule for committee or task force work
  - A self-appraisal procedure to assess PAC activities.

- Two common approaches to PAC organization include:

  - Elected officers (chairperson, vice-chairperson and secretary-treasurer) and regular standing committees
  - A steering committee made up of the leaders of task forces.

- PAC bylaws include generally-accepted rules about the structure and operation of the organization, such as:

  - Its name and purpose
  - Terms and conditions of membership
  - Officers' duties, terms of office and election procedures
  - Committee or task force structure
  - Meeting schedule and procedures
  - Process by which to amend the bylaws.

- The PAC should consider all information pertinent to the project application—needs assessment, evaluation of past projects, target school selection and project design—prior to registering its approval or disapproval of the Title I application.

- Each PAC should establish an activity schedule—a set of jobs it wants to get done during the year and which committees or people will be responsible for them.

- School district employees may not be voting members of a PAC nor may they hold office.

- Each PAC must adopt a set of bylaws.

WAYS AND MEANS

- An active PAC might have the following characteristics:

  - An organized leadership structure—officers or a steering committee

- There are many approaches to the development of a PAC activity schedule, of which this is one.
  - Find out early in the year when the next year's Title I application must be submitted.
  - Decide if your PAC wants to actively participate in project design. If so, find out when needs assessment and evaluation data will be available and appoint committees or task forces to work with the district staff.
  - Hold a series of PAC meetings at convenient times to receive, share or transmit information.
  - Hold work sessions with district staff to develop a draft of the application.
  - Hold final PAC review and approval meeting(s) early enough to permit changes to be made before the application is submitted.
- There are several standard procedures for the planning and conduct of PAC meetings.
  - Mail notices to members two weeks in advance and include the date, time and agenda.
  - Follow up by telephone a day or two before the meeting.
  - Set a time limit for meetings and stick to it.
  - Provide "free speech" time at each meeting for personal, individual comments and questions.
  - Promptly distribute minutes.

Interrelationships

RULES AND REGS

- Title I projects must be coordinated with other federal and state programs in order that participating students may benefit from all available resources.
- District PACs *[may]** include representatives from community groups and agencies which serve Title I students.

WAYS AND MEANS

- In order to do the best job possible for Title I children, a PAC needs to have working relationships with many people and organizations, both within and outside of the local school district.
- There are several key relationships which every PAC should pursue.
  - Title I Parents—The PAC should maintain contact with all parents of children in the Title I project.
  - Title I Director and Staff—They are responsible for providing much information and support to the PAC, as well as for designing and carrying out the Title I Project.
  - Other PACs within the District—Each Title I building PAC and the district PAC should maintain a close working relationship.
  - Advisory Councils for Other Special Programs—Title I should establish communications with other special programs, such as Migrant, Indian, and the like.
  - Superintendent and School Board—They are responsible for overall district educational policy.
  - The Community—Other citizens, even though not parents of Title I students, have strong interests in education and can help support your project.
  - Community Agencies and Organizations--Public and private groups concerned with programs for children need to be consulted about Title I planning.
  - *[*Department of Education*] This agency approves Title I programs, distributes funds and establishes state regulations. The state Title I Director is in this office.
  - State Title I Advisory Council—This group advises the state on Title I matters and should be a clearing-house for local concerns.
  - PACs in Neighboring Districts—Other districts' PACs can give valuable ideas and aid to your council.
  - Other Institutions—Intermediate school districts, local colleges and universities and private consultants can be good sources of training or technical assistance.

Training

RULES AND REGS

- Each school district must develop and maintain a program of information, training and technical assistance for parent advisory councils.
- Parent advisory councils must be provided with sufficient training materials to allow them to do their jobs effectively.
- Title I funds may be used to facilitate PAC training and activities.

WAYS AND MEANS

- The PAC can greatly improve its effectiveness by conducting a training program for its own members throughout the year.
- An orientation workshop should be held early each fall and should include:
  - o An overview of Title I federal and state regulations
  - o An introduction to your district's Title I project
  - o An overview of parent involvement and the role of PACs in Title I
  - o An introduction to your district's parent advisory councils, their history and activity.
- In organizing a PAC training schedule, you should determine what training your group needs and wants, when it should be conducted and what resources or assistance may be required.
- For new PACs, further training might be sought in such areas as recruiting and maintaining membership or organization and management.
- As the PAC becomes stronger and more experienced, it may choose to explore certain areas of Title I operations, such as:
  - o Needs assessment
  - o Project design
  - o Target school selection
  - o Project participation
  - o Project evaluation
  - o Project monitoring.
- Among the resources available to PACs to help plan and carry out its training activities are:
  - o Parent advisory council handbooks
  - o Local school district staff
  - o [State Department of Education]*
  - o Private consultants
  - o Experienced PAC members
  - o PACs in neighboring districts.
- The cost of PAC training activities can be charged to the Title I budget. Such things can be included as consultant fees, transportation, babysitting and tuition.

Needs Assessment

RULES AND REGS

- Each school district must identify the educational needs of all "educationally deprived" children—those who are achieving below their age level.
- Needs assessment should identify the total number of students who are eligible for Title I services and describe the nature and extent of their problems.
- The needs assessment must focus on problems affecting student progress in the basic skills of reading, mathematics or language arts.
- The needs assessment must look at students in the following categories:
    - o Preschool
    - o Elementary and secondary
    - o Dropouts
    - o Children in institutions
    - o Non-English speaking
    - o Private schools.
- School and district PACs must be given full information about district needs assessments in order to recommend which unmet student needs should be addressed.

WAYS AND MEANS

- There are several key questions your PAC might ask about needs assessment.
    - o Is there a student group whose unmet educational needs should be considered?
    - o Is there an organized needs assessment procedure in the district?
    - o Is there a new source of information about student needs that should be used?
    - o Are there other areas of concern that should be addressed?
- Needs assessments are conducted by the district, and the PAC can participate by:
    - o Helping to plan the process
    - o Participating in the collection of data, including parent surveys
    - o Helping district staff evaluate the information gathered.

Project Design

RULES AND REGS

- Title I projects must provide special services to meet the special educational needs of students who perform below their age levels in a basic skill area.
- A Title I project should not try to serve all eligible children. It should focus on a small enough group of children with the greatest needs so that the services will have a real impact on each child served.
- Each Title I application must contain specific objectives which each student is expected to achieve.
- Title I projects should be planned to take advantage of and at the same time avoid duplicating other special programs such as special education, migrant and Indian education,
- The school district is expected to make the PAC a full partner in the design of each Title I project.
- Title I projects must involve the expenditure of at least $2,500 unless a specific exception is granted.

WAYS AND MEANS

- Project design activities should be scheduled early enough in the year to permit preparation of the Title I application, its full PAC review and approval and submittal *[to SEA by April]**
- Three activities must be completed and should be given careful PAC consideration as inputs to project design:
  - o The evaluation of past project activities
  - o District-wide needs assessment
  - o Identification of eligible schools.
- PAC review—early in the school year—of the previous year's project, particularly how well it satisfied its objectives, should begin project design activities.
- After district-wide student needs are assessed, project design determines which children and which needs should be given priority, by subject area and grade level.
- Based on established priorities, it should then be determined which of the eligible schools are to receive Title I services and to what extent.
- **The number of students to be served-by school should be determined, thus concentrating available funds so that there will be greater chance of achieving project objectives.**
- The best instructional approach to meet student needs should then be determined. Decisions must be made concerning programs to be taught, instructional staff to be hired, equipment and supplies to be purchased.

Target School Selection

RULES AND REGS

- A school building is eligible for a Title I project if the number of children from low-income families is equal to or greater than the district-wide average or if the percentage of such children is greater than the district-wide percentage in all buildings serving that grade span.

- If a single school in a district serves all students in a particular grade span (high school, middle-school, preschool, etc.), it is automatically eligible for Title I services.

- If there is "no wide variance" among the several schools serving a given grade span, all those schools are eligible. "No wide variance" is found when the difference between the highest and lowest percentages of low-income children is not more than one-third of the district-wide percentage.

- If a school ceases to be eligible for Title I due to changes in its enrollment of low-income children, it may continue to provide Title I services for an additional two years.

WAYS AND MEANS

- The PAC should review the differences between the number or percentage methods of identifying eligible schools and should make recommendations concerning the preferred approach.

- *[Massachusetts uses AFDC data since it is the most current data available]**

- Once schools eligible for Title I are identified, target schools can be selected as a result of answers to such questions as:

  o What other similar services already are being provided in eligible schools?

  o Which eligible schools have the greatest unmet basic skills needs?

  o What kinds of services should be offered, to what students, in what grade levels?

  o To what number of students should Title I services be limited in order to have the greatest impact?

Project Participation

RULES AND REGS

- The school district is required to involve each PAC in the ongoing conduct of the Title I project, and to provide whatever information is required to assist such involvement.

- The district is required to develop procedures for keeping parents informed of their children's participation in the Title I project.

WAYS AND MEANS

- After the Title I project is designed and approved, there are further important roles for parents and the PAC to play in its operation.

- Organized PAC involvement can take the form of:

  o Calling on and discussing the project with other parents

  o Speaking before community groups about the Title I project

  o Helping Title I staff plan special programs for parents

  o Devoting a part of each PAC meeting to reports from Title I staff

  o Reviewing and discussing project reports submitted to *[SDE]**

  o Observing the day-to-day operation of the project in Title I classrooms

  o Recruiting and scheduling volunteers to work as tutors, aides or resource persons in Title I classrooms.

- The most important form of project participation by parents is the individual classroom visit. It provides the opportunity to find out how your child is doing and how you can help him do better.

- Individual involvement in Title I also can be quite varied.

  o Help plan and conduct field trips for students.

  o Help Title I students make better use of the school library.

  o Work as a classroom aide or tutor on a one-to-one basis.

  o Make personal calls on parents of other Title I students to show them how they can get involved.

  o Provide transportation for other parents or arrange for baby-sitters.

Project Evaluation

RULES AND REGS

- Each year the school district must objectively measure how well its Title I project met the educational needs of participating students.

- The PAC must be given copies of previous evaluations and must have the chance to comment on plans for and results of evaluations of student progress. [*Data pertaining to the performance of individual children may not be examined.*]

WAYS AND MEANS

- The basic approach to evaluation is to:
  - o Measure how well students are doing when they enter the Title I program
  - o Measure how well they are doing when they leave the program.

- Students must be pre-tested before entering the project to determine whether they are eligible and how great their needs are. They are post-tested upon leaving the project or at the end of the year to determine how much progress was made.

- Projects also should have day-to-day evaluation to tell if the instructional program is working for a given youngster or if it should be changed.

- Some questions PACs might ask about evaluation include:
  - o Have previous years' projects accomplished what they set out to do?
  - o Are specific objectives for student gain realistic and appropriate?
  - o Do the tests give an accurate picture of a student's progress?
  - o Does the evaluation plan also provide for the day-to-day measurement of student progress?

- PACs can help in the evaluation by:
  - o Looking at previous years' evaluations to see if the right questions were asked
  - o Reviewing other districts' approaches to Title I evaluation
  - o Reviewing the educational goals of the present project to make sure they are reasonable and appropriate to children's needs and to the services being provided
  - o Studying the completed evaluation and recommending changes in the following year's program.

Project Monitoring

WAYS AND MEANS

- Monitoring looks at whether the staff is carrying out the project as it was planned and as federal and state guidelines require.
- Although Title I monitoring is not a specific responsiblity of the PAC, it is a good way for PAC members to see how regulations apply to the program and it gives early warning of emerging problems.
- Monitoring should be done on a regular basis and should be scheduled through the project director so as not to disrupt classroom activities. PAC members should be trained before engaging in formal monitoring.
- Monitors should rely upon records and reports, called "hard data," rather than merely on observations or other persons' opinions.
- Questions to be asked in monitoring include the following:
    - o Has all the staff called for in the application been hired?
    - o Is the equipment purchased with Title I funds being used for project purposes?
    - o *[Are individual instructional plans being maintained on student progress?]**
    - o Are all the students being served really eligible for Title I?
- PAC members should try to use the same monitoring form as that used by *[SEA staff]** in conducting on-site reviews.
- Completed monitoring reports should be given to the PAC chairperson and Title I director and should be fully discussed at the next PAC meeting.
- If formal monitoring by the PAC is not of interest, your group might conduct informal visits to the classrooms and discuss project activities and student progress with teachers and aides.

CHAPTER FROM

BUILDING PARENT ADVISORY COUNCILS

Olympia, Washington
1975

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Parent
Advisory
Council

GETTING THE ACT TOGETHER

START–UP

Organizing a building PAC is much like organizing any other group. The name of the game is to locate a number of people with common interests. Get them together in the same place at the same time, chat about what you hope the group will accomplish and ask for their participation. Then you're off and running. Your first members will take care of further organization, recruit more people and do whatever else needs to be done.

Fortunately, there is a lot of support available to you. District PAC members, Title I staff, federal program coordinators and principals can and should be asked to help. Program regulations and guidelines provide some direction, particularly about membership requirements.

Start-up should follow the general sequence outlined below.

1. Get together with the principal or Title I staff to plan initial organizational activities.
2. Obtain the names of parents of Title I students and contact them by letter and phone.
3. Hold a start-up meeting with those parents, at which time the initial membership of the PAC will be selected.
4. Call a PAC meeting to get organized. Appoint interim officers and establish bylaws and nominating committees.
5. At the next meeting, adopt bylaws, elect your officers and start planning the schedule of activities for the coming year.

Now, let's consider each of these steps in more detail.

STEP 1–Getting Started

There are at least two people in every Title I building who should be intensely interested in the formation of a building-based Title I advisory council – the principal and the Title I teacher. The district's Title I director and the federal programs coordinator (the same person in many districts) also have a strong interest in seeing that building PACs are organized, because no PAC means no Title I grant. Additionally, the district PAC, particularly those members of it from your own school, should be looked to for continuing help. You can expect as much assistance from all of these as you need to get your PAC organized.

What should you ask for? A place to hold your start-up meeting. A list of the names, addresses and phone numbers of parents of Title I children. Help in preparing and mailing meeting notices.* Staff presentations at the start-up meeting, including descriptions or demonstrations of program activities. If it has not already been done, ask that a specific staff person be named as an ex officio PAC member and for liaison. The list will get longer after your PAC is organized. But for now your immediate need is for help — first, to get potential members together and second, to present the case for Title I and parent involvement in such a way that those potential members become active ones.

STEP 2—Reaching Potential Members

Title I regulations require that parents of children served by the program make up a majority of a PAC's membership. The easiest way to satisfy this requirement is to restrict initial recruiting efforts to those parents. It might be helpful to note that "Parents of students served . . . " is interpreted to include parents of children who were in the program the prior year. Thus, if students have not yet been selected for the program, it is perfectly legal to start with parents whose children were in Title I last year.

In cooperation with the principal, decide when and where your start-up meeting will be held and work out the meeting agenda. Ask the principal to notify all Title I parents. Experience has proved that a mailed notice is more effective than one carried home (sometimes) by students. Then, and this is important, follow up the notice with personal phone calls to each parent on the list. A notice is easy to ignore. You'll get better attendance if you make the follow-up calls.

STEP 3—The Start-Up Meeting

A building PAC is an organized group of people chosen by parents who reside in the school's attendance area. The start-up meeting is where and when the PAC is created. It is at this meeting that parents select some of their number to make up the building PAC.

It is wise to have some preliminary ideas about the preferred size and make-up of your council. Your district PAC may have some suggestions about this. An initial membership of six to ten might be good, with parents representing each of the grades served by the program. For instance, if your Title I program serves grades 4, 5 and 6, you might want to aim for a starting membership of nine parents, three for each grade.

As parents arrive at the meeting, welcome them and ask them to sign in, indicating their children's grade. The sign-up sheet can serve as a list of parents present, by grade level. Thus, when the time comes to recruit members for your new PAC, you'll know precisely who your best prospects are for specific positions.

With this approach, identifying candidates for initial PAC membership can be done in a very direct way. Now you don't have to ask the general question, "How many of you are willing to be members of the advisory council?" Instead, you can be more direct: "We need three members whose children are in the fourth grade.

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*[Parents must have given their consent to have their names be accessible.]

Mrs. A---, Mr. and Mrs. B--- and Mr. and Mrs. C--- are parents of fourth-graders. May we now have nominations of three or more persons from this group for these openings."

An effective alternative is to divide the meeting into grade-level groups and let each group select its own representatives for PAC membership.

If you choose to organize by grade-level representation, consider having a few at-large positions — members who do not represent any particular grade level. Such positions allow you to broaden your membership. There may be people, not necessarily parents of children served by the program, who can make a real contribution to your group. However, the final make-up of your PAC might not be determined until later, when the bylaws are adopted.

STEP 4—Getting Organized

At the start-up meeting, your building PAC was formed. Now you can get to work. Your next get-together will be the first meeting of your fledgling PAC. This is when you start on three major tasks: determining the what and how of your PAC, naming interim officers (if this has not already been done), and developing the council's bylaws. Let's look further at each of those points.

Structure: You have the foundation of an organization with your initial members. Now you must decide what its final form should be. A number of different questions need answers.

- Should there be a limited membership -- for instance, three parents per grade level served plus three at-large members? Or should it be less formal, with all parents of Title I children considered members?
- How should meetings be conducted and who should be invited to attend? *[Note: all Title I meetings are open meetings. Only elected PAC members may vote, however.]
- What relationship is there between your building PAC and the district council? Do you send one, two or more representatives?
- What activities do you want to engage in and what should be the schedule for accomplishing them?
- How much do you want to learn? About Title I? About the local Title I program? About school district policies and the decision-making process?
- What do you want to do? Get involved in direct classroom support? Program evaluation? Project design? Who do you work with in the school?

No handbook can answer such questions for you. They are basic to the formation of any advisory council and the answers to them must reflect the interests and desires of its members.

Officers: Federal and state regulations assert that the chairperson and other officers must be elected by and from the voting membership. Since your PAC has just met for the first time, it might be too early to choose permanent officers. Instead you might name an acting chairperson and appoint a nominating committee. The former can keep things going while the latter talks to members and draws up a slate of candidates.

It should be noted that your bylaws will specify, among other things, what officers the group is to have, their responsibilities and terms of office, and how they are to be elected. Even though bylaws are not yet drawn up, there probably will be general agreement on what officers the PAC should have. Therefore, the nominating committee can begin identifying candidates.

Bylaws: Your group's first task force should be appointed to draft a set of bylaws. The job sounds more difficult than it really is. Most organizations have them and the basic format is the same for any group.

The important consideration is whether or not your bylaws describe the sort of organization you want to have. A PAC's bylaws should do several things.

- State the council's name and purpose.
- Specify the conditions of membership – who may belong, their rights and responsibilities, how they are to be selected, and terms of membership.
- Define the officers, their responsibilities and terms of office.
- Authorize formation of committees and establish rules for their operation.
- Present rules governing the conduct of meetings.
- Outline procedures by which to amend the bylaws.

STEP 5–Moving Ahead

Your second meeting will pick up where the first left off. The bylaws committee will present its proposals. After discussion and a few inevitable alterations, you will adopt the bylaws and your PAC will then have a formal existence. The nominating committee will present its slate of candidates for office and elections may be held.

It may be that your initial membership is less than you desire. You may need other parents for positions not filled at the start-up meeting. The bylaws may call for at-large positions which were not identified earlier or for representatives of community organizations. If so, you might postpone election of officers until membership is complete. A task force can be appointed to recruit new members and elections delayed until the following meeting.

At this point, you can get down to business and plan your council's activities for the year.

UNDER WAY

Now that you've got the PAC organized, chances are that you will not be satisfied being little more than a rubber stamp. Few parents will be willing to go through the motions of forming an advisory council just to satisfy legal requirements.

The district parent advisory council is responsible for advising the district about the Title I program and for reviewing and commenting on the grant application.

The building PAC should consider the necessity, desirability and impact of project operations in its school. At the same time, it represents parents in the attendance area and presents their views and opinions to the district council. The district council may make additional demands of building groups, such as requiring that delegates attend a certain number of district PAC meetings.

The important point to remember is that your PAC can and should equip itself to serve the interests of its members. Your council's underlying purpose is to insure that members know enough about the Title I program to make informed decisions and recommendations about its operation.

Within that context – that there are a few things you must do and a variety of things you want to do – what is the best approach to planning a series of activities?

BASIC APPROACH

Start with the basic model. (You can add accessories later as you see fit.)

- o A meeting in the fall to review the past year's Title I accomplishments and become familiar with current program activities
- o A later winter session to work out the school council's recommendations to the district PAC
- o A meeting in early spring to review the application for the coming year's program.

Orientation

Your first move will be to schedule a meeting for orientation and program review early in the school year. If your council is to function as a Title I advisory group, you need to know your program. The Title I teacher(s) in your building should describe what goes on, what grades are served, how and why students are selected to participate and what is hoped will be accomplished. The Title I director also is a valuable resource. He can describe the district-wide program and discuss the role and responsibilities of advisory councils. Most important, he can outline the sequence of application, funding and program implementation and explain how PAC activities fit in.

Program Recommendations

In order to fulfill your advisory role – to make recommendations about the future program – you next will want to know how well the project has done so far. Therefore, in midyear, you ought to schedule a meeting to consider the project's achievement to date and to formulate your council's recommendations for the following year's program.

The best source for a summary of program achievement is likely to be your school's Title I teacher. The general question your council should ask is, "What has the project accomplished?" You will want to explore a number of specific questions.

- o How many students have been served?
- o Have project objectives been met?

- What gains have students experienced? Have they made significant strides toward grade-level?
- Are students narrowing the gap between where they were and where they should be or are they just holding their own?
- Do the gains that have been made to date appear sufficient to justify the costs?
- Are large gains being made by just a few students, with little or none by the others, or are most Title I students making good progress?

Based on the answers to these and related questions, as well as on your group's assessment of other unmet needs, you will be able to formulate recommendations which your building's delegates can carry to the district PAC. By the same token, if you are not satisfied with the answers to these questions, you are not likely to recommend that the program continue unchanged.

Application Review

Your last, and most important, "must" is to consider next year's Title I proposal prior to its submittal for funding. Find out when the district PAC will meet (probably during April) to review the grant application and to recommend for or against its approval. Plan your group's final meeting to fit in with that schedule. The building PAC thus should meet in late March or early April to review a draft of the application, at least that part which affects your school. Obviously, the meeting should be addressed by the Title I director, so you'll need to coordinate it with him.

There you have it – stripped down, no frills – the basic model. Of course, if you're just getting organized, there will be a start-up meeting and one or two organizational meetings in September and October. However, the minimum schedule of business meetings consists of the three activities described above.

LUXURY APPROACH

Now let's check out a luxury model with all the accessories. The basic responsibility remains intact, but your question now is, "What do we want to do?" Depending on the group's interests, you may choose activities which are child-centered or elect to deal more with the business of Title I. More than likely, you will settle on a combination of these two approaches – because more parents are attracted when something is provided for everyone.

Child-Centered

Many parents will want to center their activity around personal involvement in the school's Title I project. It may be easier to maintain membership and attendance in your group by concentrating on matters of immediate interest to members, rather than on more distant questions of policy and planning. There are

several ways to serve the personal interests of your PAC members.

At School: Classroom visits, both on an organized and individual basis, ought to be a regular part of any council schedule. Every PAC member and Title I parent should be encouraged to observe the project and talk to the staff. In this way, children see that their parents are interested in them, teachers are encouraged and parents gain more knowledge of the project.

It often is possible to hold PAC meetings in the classroom to acquaint members, at first hand, with what goes on in Title I classes. Demonstrations of program materials and equipment are a good way to help council members understand the program. Classroom demonstrations featuring Title I youngsters are a proven way to stimulate parent attendance.

As your group becomes more informed about the project, opportunities for organized PAC involvement may become apparent. Is there a need to tutor youngsters on a one-to-one basis during the day? Could the teacher use assistance in preparing learning materials? Does the project need additional equipment or teaching tools that cannot be supplied within the present year's program budget?

In response to such questions, your PAC might consider taking on one or more projects to support your Title I program.

- Work with the staff to set up a classroom volunteer program in which parents, senior citizens or older students spend one or more hours a week in the classroom working with students or assisting the teacher.
- Organize a support services pool — to provide rides or baby-sitting for other parents who volunteer in the classroom, to assist the staff on Title I field trips, to visit other parents and encourage their active involvement.
- Plan and carry out fund-raising projects — auctions, raffles or benefit dinners — to buy materials needed for the project.
- Devote some time to making educational games and other learning aids for use in the classroom. The Title I teacher should be delighted to guide such efforts.

At home: There are, of course, many parents who can't become heavily involved in school activities outside of the home. However, parents spend time with their youngsters every day and a great deal of education occurs at home. Why not use the building PAC to help parents get involved without being obliged to frequently leave the house?

Sponsor one or more special training sessions for parents with youngsters in the program. Invite the Title I teacher to describe her work in the classroom and explain how parents can encourage and help their children at home. Here again, parents can be shown how to make materials or to use things already in the home to reinforce what their youngsters are doing at school.

Some building PACs also devote time at each regular meeting to a discussion of what parents can do at home and find that, for many parents, it is the most popular part of the meeting.

At Meetings: All parents have questions, concerns and problems about their children's education, behavior or general development. Many people have the same interests, but have no way to share them. Although some issues may be only indirectly related to Title I, your PAC could concern itself with them if other organizations, like the PTSA, are not already doing so.

One approach which has worked is to find out early in the year what subjects interest Title I parents and then schedule a Topic of the Day to be featured at each PAC meeting. Depending on the subject, presentations can be made by Title I staff, other district staff or community agency representatives. In some cases, only Title I parents will want to attend. Where interest is high, all parents in the school can be invited.

Among the many topics which might be addressed are the following:

- o How children learn
- o Preschool education
- o Learning disabilities
- o Child neglect and abuse
- o Behavior modification
- o Hyperactivity
- o Juvenile Court operations
- o Language development
- o Parenting skills
- o Curriculum development
- o Math concepts
- o Speech therapy
- o Programs for the handicapped
- o Child development
- o Metric system
- o Nutrition and health
- o First aid
- o Community self-help services
- o Mental health
- o Family life and education.

As you can see, making your PAC child-centered gives you the opportunity to address the needs of both the Title I program and involved parents.

Your group might decide to stress 1) direct, personal involvement of parents in project activities, 2) parental support of the project at home or 3) discussions of topics of general interest. Whatever you do, the needs and interests of Title I students and their parents should be foremost in your planning and activity. Your group will prosper by attracting and retaining truly interested parents.

Title I Business

Another set of accessories available to your PAC is related to the business side of Title I. The basic model provides only for PAC involvement in program evaluation and review of the proposed application. There are other elements to the development of a Title I program and there is a role for your PAC in each of them. You might pursue one or more of several interests.

- o Learn more about Title I. Have an orientation session in which appropriate federal and state regulations are described and explained.
- o Become familiar with the district's Title I program. What's going on in your school? In the other schools? What has the Title I program accomplished?
- o Find out about other special programs. What do they attempt to do? How do students qualify for those services? How, if at all, do those programs relate to Title I?
- o Participate in program planning and design. What are the special educational needs in your school? Are children who need help the most getting it? Should the program serve other grades in addition? Instead?
- o Look into program evaluation. Review pretest and post-test data from last year's program. Did the program achieve its objectives? Did the students served by it make substantial progress?

Study units in the handbook provide a starting point from which to pursue your interests. They present some basic information about a topic, outline the appropriate regulations, and suggest different ways for advisory councils to engage in each activity. Major subjects are needs assessment, target school selection and project design, evaluation and monitoring. It is important to hold training and discussion sessions at the same times during the year that related program activities are occurring in your school and district.

It is unlikely that all members will want to get into a topic such as needs assessment. Where some might want more information, others will be interested only in the broad outline. In the absence of a formal training program, you might form study groups so those who wish can pursue their separate interests. For example, a handful of parents can study target school selection. After learning as much about it as possible, and finding out how it is done in their district, they can report back to the council on what they have learned.

PAC meetings thus can become occasions for some of your members to pass on the results of their study. In this way, a large amount of information about the school and the program can be generated and shared by advisory council members.

An extension of this approach is one in which special-purpose study groups from each building PAC combine to form a district-wide evaluation task force. There are several benefits from combining forces. The district PAC benefits from the collection of uniform, building-level information, and each building PAC has access to district-wide information. Thus, for instance, your own evaluation study group can report on the accomplishments of Title I in your school compared to other schools.

The activities your group chooses to engage in will, for the most part, determine the schedule and content of your PAC meetings. Once it has been decided what you want to do, you can then schedule the appropriate number of meetings over the year, specifying the major agenda items.

TRITOWN (Kingston, Halifax, Plympton)
TITLE I PARENTS' ADVISORY COUNCIL
BY LAWS

ARTICLE I: NAME

This association shall be named the Tritown Title I Parents' Advisory Council (PAC).

ARTICLE II: PURPOSE AND POLICY

Section I: The purpose of this PAC shall be to encourage participation in:

- the assessment of educational needs
- the recommendation of priorities
- methods of satisfying the assessed needs

Title I programs for children in the public and non-public schools of Kingston, Halifax, and Plympton.

The PAC shall advise the Tritown Federal Projects Coordinator in the foregoing areas and in the application of funds.

Section II: This PAC shall be concerned with educational needs in an advisory capacity as follows:

- participation in conferences
- committee activities
- meetings with the Title I director, faculty children, parents or guardians of eligible school children, and representatives of local organizations - particularly those which serve educationally dis-advantaged children.

Section III: The PAC shall be nonsectarian, noncommercial, and nonpartisan. Its name shall not be used in connection with any commerical, religious, or political interest.

ARTICLE III: MEMBERSHIP

Section I: All meetings shall be open to the public, but only duly elected PAC members may vote. Any parents or guardian of school children residing in the participating towns of Kingston, Halifax, and Plympton shall be eligible for voting membership. In addition, each participating private school shall be eligible to appoint or elect one voting member to the PAC. Membership from each town shall be as follows:

[Note: 51% of all PAC's will consist of parents of Title I children heing served.]

Kingston - 6
Halifax - 4
Plympton - 2

Each participating private school - 1

Section II: The term of voting membership shall be two years from the date of election; elections shall be held in the fall of the year and completed by November 1.

Section III: Election of voting members to be PAC shall be by written ballot. The ballot shall contain names of candidates and shall be distributed to those eligible under Article III, Section I of these Bylaws.

Section IV: Voting membership shall be considered terminated by the Chairperson with the approval of the PAC if a member fails to attend three (3) consecutive regular meetings without due cause.

Section V: Written resignation shall be submitted to the PAC.

Section VI: Each vacancy may be filled by the PAC Chairperson, naming the next alternate in order from that year's election results with approval of 2/3 of the membership present and voting. Otherwise vacancies may be filled only by special elections approved by 2/3 of the membership present and voting.

ARTICLE IV: OFFICERS

Section I: The officers of the PAC shall be elected from the voting membership at the second regularly scheduled meeting following the PAC elections; the officers shall be

- a Chairperson
- a Vice-chairperson
- a Secretary

Section II: The following procedure shall govern the nomination and election of officers:

- nominations shall be taken from the floor
- election shall be determined by a majority vote of those present and eligible to vote

Section III: Any officer may be removed for due cause by the affirmative vote of 3/4 of the membership present and voting, provided that thirty (30) days written notice on such removal shall have been given to the full voting membership.

Section IV: Each officer shall serve a term of two (2) years and shall not be eligible to remain in office more than two (2) consecutive terms.

Section V: With PAC approval, the Chairperson shall fill any vacancy in the term of any officer for the remainder of the term. A vacancy in PAC Chairmanship shall be filled for the remainder of the term by majority vote of the PAC members present and voting. Nominations for any vacancies shall be restricted to PAC members.

ARTICLE V: DUTIES OF OFFICERS

Section I: The Chairperson and the Director shall plan the agenda and preside at all meetings of this PAC, The Chairperson or his/her Designee shall represent the PAC in meetings with other groups and organizations.

Section II: The Vice-Chairperson shall assist the Chairperson and act as Chairperson of the PAC in his/her absence. The Vice-Chairperson shall be responsible for those duties delegated by his/her by the Chairperson.

Section III: The Secretary shall keep and report the minutes of all business meetings of the PAC. The Secretary shall be responsible for those duties delegated to him/her by the Chairperson.

ARTICLE VI: STANDING COMMITTEES

Section I: There shall be the following Standing Committees: School Visitation Committee and Publicity Committee. Other Committees, as deemed necessary, shall be appointed by the Chairperson with majority approval of the PAC members present and voting.

Section II: The Committee Chairperson shall be appointed by the PAC Chairperson with majority approval of the PAC members present and voting.

Section III: The Chairpersons of all Committees shall make timely reports to the PAC.

Section IV: Standing Committee Chairpersons shall serve a term of two (2) years and shall not be eligible to remain in office more than two (2) consecutive terms.

Section V: Any vacancy in the term of any Standing Committee Chairperson shall be filled for the remainder of the term by appointment by the PAC Chairperson with majority approval of PAC members present and voting.

ARTICLE VII: MEETINGS

Section I: The Tritown Title I Parents' Advisory Council shall meet regularly on the fourth Tuesday of each month during the school year.

Section II: Special meetings of the PAC may be called by the Chairperson or the Director - and also upon written request of two (2) PAC members acting through the Chairperson. The business to be transacted shall be clearly stated in the request and no business other than that stated shall be considered at special meetings unless all members of the PAC present agree.

Section III: Written notice of all meetings and, so far as possible, all supporting material relating to them, shall be given to each member of the PAC, at least by mail, not less than forty-eight (48) hours prior to the time of the meeting.

Section IV: At any meeting of the PAC, a majority vote of those present and voting shall govern all actions - except those governed otherwise by other articles and sections of the Bylaws - with each elected member entitled to one vote.

Section V: The PAC may hold executive sessions at which time only the members of the PAC, or whoever the PAC may invite, shall attend. The PAC may enter executive session for the purpose of discussing, deliberating or voting on:

a. those matters which by State law or by Federal requirements cannot be made public,

b. those matters which might adversely affect the public security,

c. those matters which adversely affect the financial interests of the municipalities,

d. those matters which might affect adversely the reputation of any person.

The PAC may enter executive session upon majority vote of the voting members of the PAC present.

ARTICLE VIII: AMENDMENTS

Section I: These Bylaws may be amended by a 2/3 vote of the PAC present and eligible to vote.

Section II: Any proposed amendment shall be submitted, in writing, to the Chairperson. The Chairperson shall present the proposed amendment to the PAC for consideration in writing and at least by mail at least ten (10) days prior to any regularly scheduled or special meeting.

ARTICLE IX: PARLIAMENTARY AUTHORITY

The rules contained in Roberts Rules of Order-Revised shall govern this PAC in all meetings (except as provided in these bylaws) and shall be interpreted by a Parliamentarian appointment by the Chairperson with majority PAC approval.

ARTICLE X: SUB-PACS

All local Sub-PAC's shall be governed by these Bylaws, except that Sub-PAC membership shall be limited to members of the Tritown PAC.

SWANSEA PARENT ADVISORY COUNCIL MEETINGS

Agenda for Parent Advisory Council Meetings, Title I 1976-77
September 8, 1976

All regularly scheduled meetings of the Parent Advisory Council will begin with a business meeting which will adjourn to an educational meeting. A social period will follow the program with coffee and refreshments.

The agenda for the business meeting is developed by the executive board of the PAC. The Director, in conjunction with the Chairperson, will arrange for the educational portion of the meeting. A refreshment committee will be responsible for the social which will follow. All meetings will be held at Luther School.

September 15

The guest speaker will be Robert Lang, Director of Title I in Somerset, who will give a brief historical background of Title I and its function. In addition, the Chairperson will give a general orientation of the Title I program in Swansea, including the duties and responsibilities of the PAC.

October 13

Organization of the PAC in each school and the townwide PAC.

The Director will give a general overview of the program to date, expressing the organizational goals of the program.

November 17

Beginning a needs assessment by examining several instruments presented by the Director. The guest speaker will be Mr. Bob Reid, evaluator of Psychometrics, Inc. in Falmouth.

December 15

Work on needs assessment.

Jack Eddy will show a video tape of the children and the Title I tutors in action.

January 19

Dr. Weiner and Special Education staff to offer presentation. Members of PACs in nearby communities invited to attend.

Gather feedback from the PAC as to the direction of next year's proposal.

NOTE: On Saturday, Jan. 29, the PAC will meet at Howard Johnson restaurant to work on the beginning of a new proposal.

NOTE: On Saturday, Feb. 5, a second meeting at Howard Johnson restaurant is planned to continue work on next year's proposal.

February 16

Presentation of the first draft of the proposal to the entire PAC. Request for input.

Mar. 9 - 16

Banquet meeting. The date is tentative, depending on the availability of a nearby restaurant. Main topic of business is the main draft of the proposal.

Apr. 13

Final draft of the proposal presented to the PAC for approval. Guest speaker will be Mr. Nate Chernov, Family Counselor from Providence, R.I. Members of PACs in nearby communities to be invited to attend.

May 18

Children's program. Probably will be a puppet show or musical program, open to the public and the children in the Title I schools to attend.

June 15

Final meeting. Evaluator Mr. Robert Reid will present a final evaluation of the program.

SCITUATE SCHOOL DEPARTMENT

DANIELSON PIKE
NORTH SCITUATE, RHODE ISLAND
02857

SCHOOL COMMITTEE
JOHN A. RUZANSKI, CHAIRMAN
STANLEY J. AINLEY, CLERK
SIDNEY R. AMYLON
MRS. RALPH F. YANNON
LESTER L. YOUNG

SUPERINTENDENT OF SCHOC
ALBERT A. MANNING

DIRECTOR OF CURRICULUM
BERNARDINE R. DIORIO

401 - 647-3328

Dear Parents,

The next monthly meeting of the Scituate Title I PAC will be at 7:30 P.M. on Tuesday, March 23, 1976, at Clayville Elementary School. The minutes of the February meeting are enclosed. The agenda for the March 23 meeting is as follows:

7:30 - 8:00 -- Building Council Meetings

Clayville - Mildred Farrar, Chairperson and Mrs. Arthur Spicer, Vice-Chairperson

Hope - Diane Lowell, Chairperson and Hilja Bergey, Vice-Chairperson

Jr. Sr. High - John DelSelva, Chairperson and Joyce Tucker, Vice-Chairperson

A. Discussion of proposed plan for Parental Monitoring of Title I program developed by Mrs. Loven, Mrs. Bergey and Mrs. DiOrio.

B. Discussion of recommendations for the 1976-77 proposal. (Please review the 1975-76 Title I application and bring suggestions for revising and/or improving the 1976-77 proposal to this meeting).

8:00 -- District Council Meeting

Mrs. Loven, District Chairperson, presiding.

A. Secretary's Report
B. Correspondence
C. Old Business
D. New Business

1. Adoption of a plan for parental monitoring of Title I Program.
2. Progress Report on Title I, Part C project.
3. Presentation, distribution and explanation of Baisc Data for 1976-77. Due April 5, 1976.

Hope to see you at our next meeting on Tuesday, March 23, at Clayville School.

The monthly meeting of the Scituate Title I PAC was held on February 24, 1976 at the Hope School. The meeting was called to order at 7:55 P.M. by the Chairperson, Mrs. Judith Loven.

The Secretary's report of the January 27 meeting was accepted as printed.

CORRESPONDENCE:

Approval of Title I Workshop:

1. Parent Involvement -- The Committee agreed that there was no need for action at this time.

2. Needs Assessment -- All 4th grade students will complete ITBS Tests by first week in March. Since 8th grade students are taking DAT and state testing, administration of ITBS should be postponed. If, however, by postponing 8th grade testing, the results will not be back in time to use in the needs assessment section of the Title I application, the 8th grade ITBS testing may be cancelled for this spring. Parents recommended that every effort be made to complete 8th grade ITBS testing this spring.

NEW BUSINESS:

Suggestions of the groups regarding Parental Monitoring of the Title I program.

1. Organize a team who will monitor Title I classrooms.

2. Interview Title I teachers at a conference, rather than in classroom before observation visit.

3. Arrange an observation visit by a team of two parents.

4. Design a checklist which includes items about:

    A. Attitudes of participants.
    B. Number of students in instructional groups.
    C. How students are selected for Title I.
    D. How children are grouped for Title I.
    E. What tests are used to determine daily and weekly progress.
    F. What progress reports and records are kept.
    G. How teachers diagnose the reading skills needed by individual stude
    H. How the Title I teacher coordinates her program with classroom teachers.
    I. How students are scheduled for Title I classes.
    J. What is the quantity and variety of instructional materials?

Mrs. Judy Loven and Mrs. Hilja Bergey volunteered to work with Mrs. Bernardin DiOrio in organizing a plan for Parent Monitoring.

Mrs. Sharon Capobianco, reading coordinator, demonstrated two reading games that parents could do with their children.

Thank you from the members and parents of PAC Title I, Mrs. Pauline K. Muller, for the services you rendered as the prior secretary of this organization.

The meeting was adjourned at 9:20 P. M.

THOSE PRESENT WERE:

D. E. DelSelva
Robert Grant
Maureen Tirrell
E. Sharon Capobianco
Bernardine DiOrio
Shirley Greene
Sally Kimball

Doreen R. DelSelva
Barbara Vallante
Hilja Bergey
Judy Loven
Donald C. Smith
Dorothy A. Salisbury
Eileen Salisbury

Respectfully submitted,
Eileen Salisbury, Secretary

SCITUATE, RHODE ISLAND
SCHOOL DEPARTMENT

SUGGESTED PLANS FOR THE PARENTAL MONITORING OF THE SCITUATE TITLE I PROGRAM

1. A team of twelve parent volunteers will be formulated to monitor the Title I program. Teams of two parents will visit a school once; two teams will visit each Title I school.

2. Mrs. DiOrio will inform the principals and the Title I teachers of the parental monitoring program.

3. One or two parents will coordinate the teams of two parents, the scheduling of conferences and observations, and the collection of completed monitoring forms.

4. Each team of two parents will arrange a pre-observation conference with the Title I teacher prior to the observation session.

5. During the pre-observation conference parents should ask the teacher all or selected questions listed on the Parental Monitoring Form.

6. Arrange a specific day and time for the observation.

7. If possible, arrange a few minutes after the observation to clarify any questions which parents or teacher may have.

8. The Parental team should complete the Parental Monitoring Form together after the observation and submit completed forms to designated parent coordinator(s).

9. All completed forms will be given to Mrs. DiOrio. Copies of originals will be made for building principals, Title I teachers and PAC members.

10. Discussion of findings and recommendations of the parental monitoring program at a Title I PAC meeting.

PARENTAL MONITORING FORM

Scituate Title I Program

Date of Observation ______________ Time __________ School ______________

Monitoring Team ________________________ and ________________________

Date of Pre-Observation Conference ____________

	Effectively	Moderately	Inadequately
1. The selection of students for the Title I program was based on the criteria of reading levels at least one year or more below peer level. Criteria used in selection: (check) ___ ITBS Voc & Comp. sub-tests ___ Botel ___ Croft Mastery Tests ___ Other (specify) ____________			
2. Instructional groups for Title I instruction varies between 2 to 5 students.			
3. The teachers rationale for formulating instructional groups facilitates a successful learning program.			
4. Students are encouraged to work independently.			
5. Students in intermediate and secondary grades are receiving instruction in reading in the content areas.			
6. Materials used in the Title I program are: a. Appropriate for range of reading levels.			
b. Sufficient in quantity.			
c. Diverse in interest areas.			
d. Attractive and appealing to students.			
7. There is evidence of coordination and cooperation between the Title I teacher and the classroom teacher regarding reading instruction and related concerns for students in program through planned consultations and assistance.			
8. Parent-teacher conferences have been or will be scheduled for all students in program during the school year.			

Parental Monitoring Form (page 2)

*[Only authorized local, state or federal education officials may examine individual student records.]

		Effectively	Moderately	Inadequatel
	There is evidence that student progress is continually evaluated and recorded by use of Croft charts, etc.			
10.	Supportial services have been investigated and utilized, when and if needed, for students in the program.			
11.	Students in the program demonstrate voluntary involvement and a receptive or positive attitude toward their learning activities in the Title I room.			

COMMENTS:

Please add any comments that will help to extend and to clarify your assessment of the Title I program you observed.

RECOMMENDATIONS:

Please add any suggestions for improvement or expansion of the services that should be provided through the Title I Remedial Reading program in Scituate.

SCHOOL BOARD AGENDA ITEM

Item IV
6/24/76

FAIRFAX COUNTY, VA.
PARENT ADVISORY COUNCIL

SUBJECT:

Annual Report of the Title I Parent Advisory Council (PAC) to the School *[Committee]*.

RECOMMENDATION:

Accept report.

EXPLANATION:

The Annual Report of the Title I Parent Advisory Council (PAC) is an evaluation of all Title I Programs, their effectiveness in helping the student succeed and recommendations for the 1976-77 Title I project proposal. It is presented to the School Board by the Chairperson of the Fairfax County Title I PAC. The Annual Report is produced by the Title I PAC Steering Committee.

The Parent Advisory Council for Title I was established in FY 1966-67 and has, by Public Law, become increasingly more active and formalized. During FY 1975-76 a county-wide PAC was again organized with representatives from each of the 45 Title I target schools. Monthly meetings were held during the school year. Between monthly meetings, the Steering Committee planned monthly meeting agendas which would keep Title I target school parent representatives aware of their responsibilities to the PAC and current in regard to their particular school program(s).

The County PAC assists and advises Title I staff in the planning and evaluation of Title I programs. Each target school PAC is required to hold a minimum of 3 meetings during the school year for direct communication with all parents and to pass on parent recommendations to the County PAC.

THE PARENT ADVISORY COUNCIL MADE THE FOLLOWING RECOMMENDATIONS:

1. That we continue to concentrate on language arts and math in Title I Programs.

2. That a Parent Acknowledgment Form be signed by parents whose child is selected for a Title I program. (In looking over the parent questionnaires, many parents indicated they did not know their child was in the program.) The signed acknowledgment form will assure the parents are aware of their child's involvement in a Title I program.

3. That the county monthly meetings be held in various locations throughout the county and a schedule established and distributed early in the year. (Some parent representatives indicated transportation was a problem in attending monthly meetings.) It is felt that this recommendation will improve county PAC attendance.

4. That a telephone discussion format be developed to orient new parents to Title I programs.

5. That a language development workshop be designed to provide ways that parents can help the child at home. Included in the workshop would be techniques to help the child maintain skills over summer months.

6. That a "long-range evaluation follow-up study" be initiated to continue for several years following a students' leaving a Title I program, to determine Title I program effectiveness.

7. That additional emphasis be placed on communication between the Title I teacher and parents.

OUTLINE

I INTRODUCTION

II PRESENT PROGRAMS

- A. RESOURCE FIRST GRADE (RL)
- B. PRESCRIPTION LEARNING PROJECT (PLP)
- C. WHITTIER PROJECT
- D. ENGLISH-AS-A-SECOND LANGUAGE (ESL)
- E. STEP-UP LANGUAGE ARTS (SULA)

III PARENT ADVISORY COUNCILS

I INTRODUCTION:

Public Law 89-10 provided the first Title funding in 1966. Federal guidelines dictate that school attendance areas with a high percentage of low-income families shall be identified to receive assistance in the form of personnel and materials. Once a school is identified as a target school the children are chosen for the program on the basis of academic need. The original and continuing program, Step-Up Language Arts (SULA) was developed to strengthen language arts skills of children K-3. In 1975-76 the SULA program served approximately 1,300 children in 32 schools. The English-as-a-Second Language Program (ESL) in 17 schools served approximately 500 non-English speaking students by stressing the development of English language skills; the Prescription Learning (PLP) and other lab programs served 1,100 students, grades four to eleven in 10 schools; its purpose was to strengthen reading and math skills; similarly, the Whittier Project, originated by the principal and faculty of Whittier Intermediate School, served 150 students and offered assistance in reading and math. One of the means of evaluating the present programs was a PAC prepared questionnaire received from Title I parents.

II PRESENT PROGRAMS

A. Resource First Grade (RL)

A curriculum is tailored by the teachers to the individual needs of the child at the 1st grade level. The program is aimed at the child who cannot perform successfully in a classroom with 30 or more children.

Evaluation by the PAC

The questionnaires showed a very positive attitude on the part of the parents and the children towards this program. It indicated that they felt, in a small class environment, the child develops at his own speed. He doesn't feel pressured by the rest of his classmates. The parents felt their children were exhibiting more self-confidence a pride in their work, and a new interest in learning. The parents asked for more workshops to enable them to help their child at home. Following is a typical comment from one of the questionnaires:

> . . . Perhaps more extensive assistance to parents who are trying to understand and deal with learning problems in their children. Workshop concept is good - it needs development . . .

B. Prescription Learning Project (PLP)

Program goals were jointly decided by the Prescriptive Learning Corporation and the Title I staff. They included developing basic reading skills and basic math computation skills. Additionally, the lab situation was designed to help students become independent and self-confident.

Evaluation by the PAC

Comments in the questionnaire indicated very positively the success of PLP. We hope this fine program will be carried on in FY 76-77 through direct county funding for schools that no longer qualify under Title I.

C. Whittier Project

The Whittier Project was a locally developed reading and math lab. As a result of the success of this and other labs, pilot lab programs were implemented at the upper elementary level.

Evaluation by the PAC

Overall comments on the questionnaires indicated that the parents and children liked the program; parents noticed considerable improvement in math skills.

D. English-as-a-Second Language (ESL)

The goal of the English-as-a-Second Language Program (ESL) was to develop the English language skills of children who are non-native, non-English speaking through daily small group instruction with a resource teacher.

Evaluation by the PAC

The parents of children in ESL appeared very well informed of their child's participation in the ESL program. Their attitude toward the program was evidenced by the following quotes from the questionnaires:

> "An invaluable aid in easing the transition period of resettlement. The sympathetic and caring guidance of their talented teacher helped over many difficult days."

> "Easier for my daughter to adjust to a new environment."

A few parents made the suggestion that listening and reading machines might be of value in aiding the children by generating more interest in learning.

Again, we hope that county funding will continue this valuable program.

E. Step-Up Language Arts (SULA)

The goal of the Step-Up Language Arts (SULA) program was to help students acquire necessary communication skills through daily small group instruction with resource teachers.

Evaluation by the PAC

Parents responding to the questionnaire were extremely pleased with the program. They offered the following recommendations: 1) Implement a similar program aimed at developing math skills; 2) More instructions from teachers to help parents strengthen children's language skills at home; 3) A follow-up (post-SULA) study; 4) Additional home visits by the resource teacher; and, 5) Improve the communication between the SULA teacher and parents.

III PARENT ADVISORY COUNCILS

The law requires each target school establish a PAC with members selected by parents in that school attendance area. A majority of its members shall consist of parents whose children are served by the Title I program. It is the responsibility of the Title I program to provide necessary materials, support for PAC members in the development of their organization and funding for meetings and conferences. An additional requirement is to establish a county Parent Advisory Council with a minimum of 4 meetings a year.

Accomplishments of County PAC

Based on the principals' evaluation and parent recommendations of the academic needs in the target schools, labs for upper elementary and intermediate schools will be expanded in the next 1976-77 school year - Math and Reading Skillabs (MARS) is the new name for Title I laboratory programs. These labs are an example of how PAC recommendations helped to direct attention to school needs at the upper elementary level (please refer to the 1975 Annual Report).

In December the legislative committee prepared a statement to the Board of Supervisors supporting the school budget and urging county funding of PLP and ESL. At this point, it appears our voice, among others, has been heard. We are anxiously awaiting the final decision concerning these two programs.

In February the PAC sent letters to Congressman and Senators indicating the success of Fairfax County Title I programs and requesting their support for continued funding. Replies from our representatives has been most supportive.

In March thru May the PAC and staff was involved in the preparation, distribution, collection, and evaluation of the Parent-Opinion Questionnaire. Information has been gathered from the questionnaires and will be included in the PAC Recommendation Section of the Title I Proposal for 1976-77. A very apparent recommendation is that we continue to concentrate on language arts and math in Title I programs.

The Fairfax County Title I PAC By-Laws were modified to more clearly reflect the purpose of the organization and better support the current objectives of the PAC members.

The legal requirement for non-public school participation in Title I Programs in the county was accomplished thru the involvement of non-public school representatives. This was a major objective of the county PAC.

A committee was established to define the budget requirement, construct and monitor the budget, and submit a financial report to the Steering Committee and the staff annually.

LONG RANGE PLANNING BY THE PAC

Certain long-range goals have been established by the Long Range Planning Committee. Some of these are as follows (summarized).

1. To be aware of the continuing need to orient Title I parent representatives and all Title I parents to Title I, its purpose, and their required act of participation.

2. To encourage parents to continually reassess academic needs in each identified school so that appropriate program(s) can be placed in these schools.

HOME-SCHOOL SURVEY:

Rate the effectiveness of the following in your school:
1-not operating 2-poor 3-fair 4-good 5-excellent

I. Advisory Council Functions

____Meetings regularly scheduled
____Agenda cooperatively planned by parents and director
____Availability of director to plan or discuss Parent Advisory Council matters
____Teacher representation at P.A.C. meetings
____Parents acting as representatives of specific teachers (a team, unit or grade level)
____Co-planning and evaluation meetings of director or staff and P.A.C.
____Regularly published information of P.A.C. activities to all parents
____Holding of open meetings

II. Volunteer Programs

____Teacher needs specifically defined
____Active recruitment (on-going)
____Number of teachers using parents
____Placement of all parents who want to help
____Variety of volunteer opportunities
____Training of volunteers
____Setting up of volunteer guidelines
____Parents serving as coordinators for specific teachers

III. Communication Programs

____Opportunities to learn about school program (back-to-school night, visiting days, coffee hours, slide-tapes, etc.)
____Efforts to convey "parents welcome" attitude
____Accessibility of info for new parents (personal welcome, conspicuousness of parent-info center, etc.)

HOME-SCHOOL SURVEY (Continued):

IV. One To One/Parent-Teacher Conference

____Pre-conference orientation of parents as to their importance and purpose
____Encouragement of parent questions during conference
____Opportunities for parents to offer information about child
____"Equalized" and uninterrupted conference setting
____Easy accessibility of pupil work samples, curriculum materials, etc.
____Co-planning of ways teachers and parents can try to improve pupil performance or attitude
____Providing for follow-up
____Early notification to parent of problems
____Use of happy-grams or positive phone calls

V. Helping Parents Help Kids At Home

____Programs or info on effective parenting
____Learning materials supplied to parents for use at home
____Home-based materials developed by parents and teachers

VI. Fun And Fund-Raising

____Involvement of whole school in some projects (teachers, parents and kids)
____Number of parents and kids who support event (working and attending)
____Beneficial use of funds contributing to kids' benefit

HAVING A SAY IN SCHOOL POLICY

Citizen action is a strong force in education, as evidenced by the "access to school records" law and Chapter 766. A citizen group may be comprised of a small group of people organized as a task force to look into a community concern or issue, or be organized on an inter-community, or even inter-state basis to focus on a common concern, such as learning disabilities. These groups are action-oriented, working toward some goal, such as bringing a proposal to school committee or lobbying for particular legislation.

To be effective, some basic guidelines are suggested:

1. Involve people of varying backgrounds and perspectives in a citizen group.
2. Set goals jointly and delegate specific tasks.
3. Publicize your plans and progress.
4. Do basic research and get as much information as possible.
5. Continually evaluate.
6. Through open forums and releases, enlist as much support as possible.

Publications and Organizations:

Institute for Responsive Education, 704 Commonwealth Ave., Boston 02215;

Schools Where Parents Make a Difference by Don Davies
Facts and Figures by Bill Burges
Facts for a Change by Bill Burges
Together by Miriam Clasby
Collecting Evidence by Joseph Ferreira & Bill Burges

Massacusetts Advocacy Center, 2 Park Square, Boston, Ma. 02216;

Making Schools Work

Citizen Resource Center, Beaman Street, Route 140, W. Boylston, Ma. 01583

KALEIDOSCOPE 18: FRUITS OF COOPERATION,
MASSACHUSETTS DEPARTMENT OF EDUCATION,
WINTER, 1970, PP. 14-16.

Title I Parents Discuss Their Role in Effecting Educational Change

Title I of the Elementary and Secondary Education Act was passed in 1965 to supplement and improve the educational opportunities of educationally deprived children in low income areas. These are children who need assistance to perform at the grade level for their age. Although concentration of low income families identifies the area Title I will serve, educational need determines who is to participate in the program.

Parental involvement has always been an understood part of Title I, and it became part of the law in 1971. The United States Commissioner of Education Sidney P. Marland, Jr. indicated that such involvement is essential to the success of Title I. Therefore, each school district must have a system-wide council, half the members of which must be Title I parents whose task is to participate in the planning, operation, and evaluation of the district's Title I program. The United States Office of Education also recommends that parent councils be organized at each Title I school.

The local Parent Advisory Council (PAC) is a policy advisory body consisting, usually, of seven to fifteen members, but all parents at a target school are invited to participate. A city PAC may send one representative and one alternate to the state PAC for every $500,000 it receives. Cities and towns not qualifying, are represented by a county delegate. Elections to the state PAC are held every October by each county or district, which elects the people eligible to represent them for one year.

Kaleidoscope *met with six members of the State Parent Advisory Council of Title I to discuss their role as parents and PAC members in serving Title I and Title I children. The following article is taken from a recorded interview; unfortunately, the discussion was too long to be included in its entirety.* **Kaleidoscope** *has, on occasion, provided a synopsis of background information for clarity and brevity. Present for the interview were Virginia Canty, Title I parent from Chicopee and president of the state PAC; Ann Bailey, Title I parent from Springfield, secretary to the state PAC and ex-president to the state PAC; Beverly Mitchell, Title I parent from Boston, president of the Boston PAC and chairman of the legislative committee; Cindy Tatelman, Title I parent from Revere and Head Start teacher; Judith Fisher, Title I parent from Mashpee and corresponding secretary of the program committee, and Alice Pagliorulo, Title I parent from Revere and member of the program committee.*

Kaleidoscope: *Many believe parental involvement has a positive effect on students' academic achievement. There has been no conclusive study made, but we would be interested in hearing what you, as parents and parent advisory council members, think about this.*

Ann: If there is any effect on children, it has to be at the local school level. We at the state level are monitoring and evaluating programs, but we're not actually making a difference on children's achievements.

Cindy: I think one of the good effects of parental involvement is the positive attitudes that participating parents convey to the children.

Beverly: And because Title I is federally funded, Title I classrooms are accessible to parents, which has not always been true of in-school projects. With this contact, parents are exposed to teaching techniques and games they can take back into the home. Unfortunately, teachers and administrators see parents as a threat because they have not yet come to terms with the fact that parents can help teach their children.

Ann: I don't think there's any doubt that a parent's involvement helps his own children. But how much is a PAC helping all the Title I children in its district? What do we as a PAC, as a group, do for all the kids? That's the question.

Kaleidoscope was interested in hearing how parents who were not participating could be reached by either a local or state PAC.

Beverly Mitchell replied:

One of the biggest problems any city has is getting parents involved. This program is for educationally deprived children in low income areas who are that way because they have parents who don't care. To ferret out the parents who do care is quite a task. You'll find them, but you have to first dig them out and then educate them about Title I.

Cindy: I think rather than not caring, they're "innocently ignorant" of how they can help their children's education.

Virginia: I live in a housing project where parents don't care what their children are doing, in school or anywhere else. And they're not about to commit themselves to go to meetings and find out about their kids' education.

Beverly: I think another factor is the stigma that's attached. A parent may care, but he's terrified of being labelled a "poor parent."

Virginia: Or an "ignorant parent."

Ann: I have to disagree with all these things. Poor parents have been systematically excluded from any part of school. They have been intimidated; they have been put down; they have been insulted. The only time they are ever asked to school is when their child's in trouble, and then they're told what rotten parents they are and what rotten children they have. You can't talk about these parents as you would upper middle class parents who sit on the school committee with the people who run the school, who are the teachers, who are the administrators, who are the business people, the lawyers, the doctors. We're talking about people who have been excluded from every part of society they could be excluded from. And school is just one more place. There they tell the parents, "We don't want anything to do with you unless we call you." You don't get parents involved because they know they're not wanted. And on a Title I PAC, you feel this even more for a long, long, time. It takes a lot of really hard fighting.

And poor parents don't have the time to volunteer to spend time at the schools, because they're out earning a buck so their kids can eat. That's what comes first. So that is why you don't get parent involvement.

Alice: And you get a lot of people who are afraid to attend a meeting because they've only gone to the eighth grade and are afraid of making fools of themselves.

Cindy: I don't think finances have anything to do with it. Schools have alienated parents regardless of financial status. They have never wanted parents to get involved because they pose a threat. But what I see today is very exciting. The Head Start program has made real progress in the past five years, and this, too, is a low income group. I have seen parents who were never interested who, each year these special services are in effect, become less alienated and less reluctant to come to schools, to come to meetings to learn. They are now genuinely interested in participating and in helping their children.

Virginia Canty reminded us that while the federal regulations dictate parent participation, they don't clearly specify who is to be responsible for soliciting this support. She voiced her concern that somehow the job had been relegated to the parents themselves, while the schools remained insensitive to their own role in inciting parent participation.

The school system's responsibility to the PAC consists of providing the council with all the information it needs to function, of establishing specific means for answering parents' questions, of indicating the council's views in the Title I applications, and, at least once a year, of evaluating the effectiveness of its funded programs in meeting stated goals.

The panel offered the following views:

Beverly and Ann agreed that since a school system is being paid to comply with federal regulations requiring a local PAC, it is the responsibility of the school system to ensure participation. PAC members can act effectively as advisors, but should not be expected to undertake the entire effort.

Beverly: In May of 1975, Boston's federal court ordered parent participation as a part of the desegregation program. There are now parent groups operating in every school in this city, with mandated educational plans. So, if the federal court can mandate such that the school system knows it means business, why hasn't the federal government, H.E.W., been in here mandating PAC participation, and standing behind the regulations it passed?

Ann: The Local Education Agencies can do it, but the federal government lets them off. It is felt that as long as they seem to be making an effort, it's okay. But unless the PAC has help, it may turn into nothing but a recruiting council.

Kaleidoscope: *A further problem of the relationship between the local Title I Director and the PAC was also mentioned; Judith Fisher explained that some directors who were new to the job never learned to use parents, while still others merely tried to placate them with "pats on the back" and first name friendliness. Ann Bailey ruefully acknowledged that the less formal education a parent had, the more likely he was to receive such treatment.*

On the subject of community involvement outside of the PAC, the panel had a number of interesting comments. Apparently, a collaboration of community groups had originally established the PAC guidelines, and in a Title I proposal, a checklist of other involved agencies is required. Some members felt that while other agencies could be of great help, such as neighborhood health centers, providing resources and helping to assess needs, it was generally agreed that, at times, Title I funds were awarded to agencies unable to *fulfill their obligations. Greater care taken in the awarding of monies would produce improved cooperation and collaboration between Title I and other agencies.*

Cindy added:

PACs learn where their friends are. PAC developed a relationship with the Boston Teachers Union, for example, and what we couldn't get from the school department, we got from the union. If you can't deal with the school system, you deal with the union, and if you can't deal with the union, then you find somebody else.

Vehement disagreement arose over the question of what actual power the state PAC had to effect changes. Voting power in the elections was a reality for some at the local level, but not for others, and a few felt that because they worked with the state Department of Education, they were more influential with their local school systems. Others lamented that even this did little or nothing to enhance their powers to effect change.

Cindy outlined her understanding of PAC's responsibilities and powers:

We're watchdogs. We oversee that the money allotted is used to the fullest, even though we can't make any demands of the school system. We try to advise, but the school system has the right to ignore it. It takes a great deal of time and work. You can't expect every Title I parent to participate, but that doesn't mean other children should be penalized. Our job is to see that the programs run correctly and smoothly. And the state PAC makes sure that the local PACs are functioning, which requires a great deal of dissemination about the rights of parents.

Beverly: I see our role as state PAC people as one of watching what the state Department of Education is doing with the Title I monies, and disseminating information to the local PAC: letting them know what the regulations mean, what Washington is saying, what we find out about programs, and supplying them the information necessary to function as an autonomous body at the local level. The state PAC needs to be constantly aware of what the state education agency is doing.

Ann: And we have to watch the school systems because they don't always know what's going on.

Virginia: That's right. We ran into a problem with the school committee in my community. One member who knew nothing about Title I, asked, "If it's going to cause this kind of a hassle, can't we do without the money?" It was obviously time to do some educating about Title I. And now we have a very good working relationship with them. They have the final say on how any Title I money is spent, but we can make suggestions, and never once has an educational suggestion been rejected. There have been other things over which we've had heated discussions, but never over an educational suggestion from the local PAC.

Ann: As a state PAC we had a voice in hiring the state Title I Director Joaquim Baptista and that's something more than if we hadn't had a PAC at the state level. State PAC members also go on program reviews which offers us an excellent chance to see what happens with Title I and then get back to the parents.

Cindy: We also have observation committees, an idea we have been able to share with other locals through the state PAC. Different approaches will be appropriate with different local districts. The observation committees make suggestions and recommendations to the school system. Revere, for example, has a screening committee, something which came about through parent pressure. No staff members, including the director, can be hired or fired without the screening committee's involvement. Now, not just anybody will staff our Title I program. This is not mandatory, so other cities may not have it, but we share ideas and achievements like this, and other places use them as dictated by their particular needs.

Ann: A number of us are on committees to draw up new Title I policy. And our training sessions are important.

Kaleidoscope: *What kind of training?*

Virginia: Procedure, What Title I is. What's expected of parents. What they, as parents on local or city or local PACs, can do, and so forth.

Ann: We also set an example. We run workshops, and people who see us can say, "There's a parent who hasn't been to college, who's not rich, and she's doing something. She's been able to learn, so I can too." When only administrators talk to parents, the parents say, "I'm not going to be able to do this." So the state PAC serves as an example and an incentive.

Cindy: I think we also serve to demonstrate certain responsibility a parent has toward his children. The dissemination of information of rights and responsibilities is extremely important at any level.

Kaleidoscope: *Finally, what advice would you give other advisory councils?*

Beverly: Stand up behind what you believe in.

Ann: And stay together — don't let them separate you. Divide and conquer, they do it time after time. Stick together when you've decided on something. Stay by it and stay by each other.

Cindy: Demand communication. Demand it.

Ann: Demand respect.

Cindy: Right. And you must understand how to approach certain situations, and then follow through.

Ann: I guess it takes information and courage.

Virginia: Say that louder, Ann, it takes information and courage.

III. COMMUNICATING THROUGH PUBLICATIONS AND PROGRAMS

One of the most worthwhile projects for a parent group, program coordinator, or principal to undertake is a newsletter, particularly if it directly addresses parent concerns and interests. Other types of written communication between home and school are handbooks, classroom newsletters, bulletins and announcements, minutes of parent meetings, and press releases.

Some guidelines for written communication are:

1 - Get parent input before communication goes out.

2 - Address communication to parent questions.

3 - Keep language clear and free of education jargon.

4 - Maintain a friendly, positive tone.

5 - Show that children and program improvement come first.

6 - Use "catchy" format.

7 - Encourage further direct contact if there are questions.

8 - Include all necessary information.

9 - Keep it fairly short.

Programs to inform parents may take the form of open-houses; "back to school nights"; coffee-hours, small group coffees, tours, and lunches; parent work-shops; open P.A.C. meetings; discussion, role-playing or problem-solving sessions; films and filmstrips; and slide-tapes.

Some program hints are:

1 - Have the children or children's work involved.

2 - Get parents and teachers (students, too, if possible) involved in the planning together.

3 - Offer a varied "menu"--mix the serious and social.

4 - Let parents really "get into" programs--not just be "talked at".

5 - Publicize event well through the children themselves, flyers, and newspaper releases.

RECOMMENDED READING: 101 Activities For Building School-Community Involvement by Beverly Mattox and Dorothy Rich, Home & School Institute, Box 4847, Washington, D. C. 20008

SAMPLE FROM BEVERLY LYDIARD, FORMER EDITOR KALEIDOSCOPE MAGAZINE, STATE DEPARTMENT OF EDUCATION, MASSACHUSETTS

NEWSPAPER PUBLICITY TIPS

NEWS RELEASES:

Always type them, double spaced, start halfway down first page (to give the editor room to write a headline at the top).

Type "more" at the bottom of each page to indicate that the story continues on the next page; put # to mark the end; always number your pages.

In upper right corner of first sheet put "For further information contact:" and give your name and phone number.

When writing a story in advance of an event, always include the date (day of the week and calendar date), time and place in the first or second paragraph of the story.

Try to make the opening sentence as interesting as possible - if you do, the editor will use it and people will read it.

Your information should be current -- don't wait a week before you write up a past event; editors don't like stale news.

Give facts, not opinions. If you want to use opinions, they should be attributed to a person by name ("according to _____").

For weekly papers which come out on Thursdays, turn in a story on Thursday or Friday the week before you want it to come out, if possible. Never take an article in later than Tuesday noon for publication that week. The earlier you get the article in, the better its chances of getting published. Never try to see the editor of a weekly paper the day before the paper comes out - that's his busiest time.

Never give the editor a hard time if something you turn in doesn't get published.

PHOTOGRAPHS:

Do not submit colored photographs or slides. Black and white Polaroid shots are fine; be sure they're not too dark.

EXTRA TITLE I

BULLETIN

THE SCHOOL COMMITTEE
OF THE
CITY OF BOSTON

OFFICE OF DISSEMINATION
DEPT. OF TITLE I PROGRAMS
BOSTON PUBLIC SCHOOLS
26 COURT STREET
BOSTON, MA 02108

The use of the classroom aide in the Title I program allows greater individualized attention as illustrated by aide Caroline Jones with a small group of children in Denise Condry's class at the Blackstone School.

WHAT IS TITLE I?
¿ QUÉ ES EL TÍTULO I?

WHY ISN'T MY SCHOOL A TITLE I SCHOOL?
¿ POR QUÉ NO HAY SERVICIOS DEL TÍTULO I EN MI ESCUELA?

WHY ARE NON-PUBLIC SCHOOLS IN THE TITLE I PROGRAM?
¿ POR QUÉ HAY ESCUELAS QUE NO SON PÚBLICAS EN EL PROGRAMA DEL TÍTULO I?

HOW DOES IT WORK?
¿ COMO FUNCIONA?

WHAT ABOUT "766" AND TITLE I?
¿ QUE PASA CON "766" Y EL TÍTULO I?

WHY ISN'T MY CHILD ELIGIBLE?
¿ POR QUÉ NO ES ELEGIBLE MI NIÑO?

IS IT ANY GOOD?
¿ ES BUENO?

WHY CAN'T ALL KIDS GET TITLE I INSTRUCTION?
¿POR QUÉ NO PUEDEN RECIBIR INSTRUCCIÓN DEL TÍTULO I TODOS LOS NIÑOS?

These are just some of the questions most frequently asked about Title I programs. They come not only from Title I teachers, schools, and parents but also from those in non-Title I schools and from the general public.

The answers to most of these questions can be found in this newsletter.

Personnel experienced in Title I operations are invited to review this coverage as a refresher. Personnel new to Title I may read it as ready orientation to some of the major features of Title I operation.

Estos son algunas de las preguntas hechas mas frecuentemente acerca de los programas del Título I. Las preguntas vienen no solamente de los maestros del Título I, las escuelas, y padres pero también de los que están en las escuelas que no son del Título I y del público en general.

Las respuestas para la mayoria de estas preguntas se pueden encontrar en ésta publicación.

Las personas con experiencia en el funcionamiento del Título I son invitadas a repasar la siguiente informacion para mantenerse al día. Las personas nuevas al Título I pueden leerlo para orientarse sobre algunas de las cosas importantes del programa del Título I.

SAMPLE FROM BEVERLY LYDIARD, FORMER EDITOR KALEIDOSCOPE MAGAZINE, STATE DEPARTMENT OF EDUCATION, MASSACHUSETTS (Continued):

Do not put more than 3 or 4 people in a picture -- the best photos will include just 1, 2, or 3 people. Have the people as close together as possible -- touching -- it won't look that close in the finished picture.

Get the camera as close to the subjects as possible -- head and shoulder shots are better than full length views.

Have the people doing something, use props -- books, papers, tools, etc. The more interesting and active the photo, the better chance it has to be used.

When taking pictures of children be sure you don't get just the backs of their heads, or that hair isn't covering up their faces; warn them not to look at the camera.

Include a caption with each picture, listing the names of the people from left to right, also write the names on the back of the picture.

What is Title I?

Title I takes its name from the fact that it was the first part of the Elementary and Secondary Education Act of 1965. Although the legislation has been amended since that time the program is still identified as Title I-ESEA.

The purpose of the act is to give supplemental federal aid to local school systems in order to meet the needs of children from low-income areas who are educationally disadvantaged.

The money comes from the federal government. The program is planned and carried out by the local school system with the involvement and recommendations of parents in the local schools. All payments and purchases are made by the local school system, and Title I employees are subject to the hiring and personnel policies of the local school system. The state department of education supervises the program for conformance to the federal guidelines and exercises approval power over the local programs.

¿ Qué es el Titulo I?

El Título I toma su nombre del hecho de que fue la primera parte del Acta de Educación Elemental y Secundaria de 1965. Aunque la legislación ha sido enmendada desde ese tiempo, el programa todavía se identifica como "Título I — ESEA."

El propósito del acta es dar ayuda federal suplementaria a sistemas locales escolares para alcanzar las necesidades educacionales de niños de familias de poco ingreso.

Los fondos vienen del gobierno federeal. El programa es planificado y realizado por el sistema local escolar con la participación y recomendaciones de padres de las escuelas locales. Todas las compras y los pagos son hechos por el sistema local escolar, y los empleados están sujetos a las regulaciones establecidas por el personal del sistema local escolar. El Departmento de Educación Estatal supervisa el programa para asegurarse que los reglamentes federales se están cumpliendo, y tiene el poder de aprobación sobre los programas locales.

Title I classroom area fits well against the pattern of walls and staircases of the new Blackstone School

How Does Title I Work?

Title I in Boston has undergone a number of changes in the years since it began. These changes developed naturally with changing needs, varying amounts of money available annually from federal funds, and with revised interpretation and application of federal guidelines.

Currently, the major effort of the Boston Title I project operates by paying for extra teachers who are assigned to eligible schools in order to provide extra small-group instruction in reading, mathematics, or English as a second language to children identified as being in greatest educational need. These children receive Title I instruction for 45 minutes every school day.

An Early Childhood program provides supplemental instruction to identified children of certain eligible kindergarten classes. In addition, Title I funds help to support the Work-Study program at Boston High School, some limited health services, and some library services.

Each Title I teacher is assisted by an aide and uses a wide variety of basic and supplementary classroom materials.

¿ Como Funciona?

El Titulo I en Boston ha pasado por un número de cambios desde que empezó. Estos cambios han sido necesarios debido a cambios en necesidades, en las cantidades de dinero disponible anualmente en fondos federales, y en las interpretación revisada y la aplicación de reglamentos federales.

Actualmente, el mayor asfuerzo del projecto del Título I en Boston ha sido en proveer maestros adicionales que son asignados a las escuelas elegibles para Título I para proveer instrucción adicional a grupos pequeños en lectura, matemáticas, o Inglés como segundo idioma a estudiantes que necesitan esta ayuda. Estos niños reciben instrucción del Título I por 45 minutos diariamente.

Un programa ofrece instrucción suplementaria para niños que han sido seleccionados de ciertas clases kindergarten elegibles para Título I. Además, los fondos del Título I ayudan al programa de Trabajo Estudio en Boston High School, también algunos servicios de salud, y algunos servicios de bibliotecas.

Cada maestro del Título I es ayudado por un ayudante y usa una gran variedad de materiales básicos y suplementarios.

BOSTON'S TITLE I SCHOOLS, 1977-78

In school year 1977-78 the Title I program operates in a total of 124 schools in Boston. This total includes:

71 Boston public elementary schools
19 Boston public middle schools (including Jackson-Mann)
1 Boston public high school
34 private schools in Boston

Elementary

1 Abrahams
2 Adams (NIE)
3 Agassiz
4 Alighieri
5 Baldwin
6 Barrett
7 Beethoven (NIE)
8 Bigelow
9 Blackstone
10 Bowditch
11 Bradford
12 Bradley
13 Brooks
14 Bunker Hill (NIE)
15 Clap
16 Condon
17 J.M. Curley
18 Dever
19 Dickerman
20 Eliot
21 Ellis
22 Emerson
23 Endicott
24 Everett
25 Farragut

26 Fenwick
27 Fifield
28 Fuller
29 Gardner
30 Garfield
31 S. Greenwood
32 Guild
33 Hale
34 Haley
35 Hennigan
36 Hernandez
37 Higginson
38 Holland
39 Hurley
40 Jackson-Mann
41 J.F. Kennedy
42 Kent
43 Lee (NIE)
44 Lyman
45 Marshall
46 Mason
47 Mather
48 McKay
49 Mendell
50 Milmore

51 Motley
52 Murphy (NIE)
53 Oak Square
54 Ohrenberger
55 O'Reilly
56 Parkman
57 Perkins
58 Prince
59 Quincy
60 Rochambeau
61 Russell
62 P.A. Shaw
63 Stone
64 Sumner (NIE)
65 Tobin
66 Trotter
67 Tuckerman
68 Tynan
69 Warren-Prescott
70 Winship (NIE)
71 Winthrop

MIDDLE

72 Cleveland
73 M. Curley
74 Dearborn
75 Edwards
76 Gavin
77 Holmes
Jackson-Mann (included above)
78 King
79 Lewis
80 Mackey
81 McCormack
82 Michelangelo
83 Mead
84 T. Roosevelt
85 Taft
86 Timilty
87 Umana
88 Wheatley
89 Wilson

HIGH

90 Boston High School

NON-PUBLIC SCHOOLS

91 Berea
92 Blessed Sacrament
93 Cathedral
94 East Boston C.C.
95 Gate of Heaven
96 Highland Park
97 Mission
98 Our Lady of Lourdes
99 Our Lady of the Presentation
100 Rox. Community
101 Sacred Heart (NIE)
102 St. Ambrose
103 St. Angela (NIE)
104 St. Anne
105 St. Anthony (Allston)
106 St. Anthony (No. End)
107 St. Augustine
108 St. Brigid
109 St. Catherine
110 St. Columbkille
111 St. Francis De Sales (Chas.)
112 St. Francis De Sales (Rox.)
113 St. Gregory
114 St. John (No. End)
115 St. John (Rox.)
116 St. Joseph
117 St. Kevin
118 St. Margaret
119 St. Mary (So. Boston)
120 St. Matthew
121 St. Patrick
122 St. Peter (Dor.)
123 St. Peter (So. Boston)
124 St. William

Does Title I Do Any Good?

While it may give all concerned a good feeling to realize the considerable expenditures of money and effort in the Title I program, the crucial question for most parents is whether or not Title I children are doing better in school.

There is growing evidence that children in Boston's Title I project are doing better. In 1972-1973 and in 1973-74 children in the Boston Title I program met or exceeded the HEW expected growth rate for disadvantaged children in every grade and in some grades met or exceeded the national norms.

In 1974-75 the Title I growth rate, while not so spectacular as the previous two years, hovered close to the HEW figure, exceeding it in three of the four grades tested. It should be noted that 1974-75 was the first year of implementation of court-ordered desegregation and many educational programs may fairly be said to have suffered some limitation.

The latest evaluation report, the interim evaluation of January, 1976, conducted by a private corporation, Heuristics, Inc., while not designed to show measurable achievement, volunteered a significant assessment:

> The instructional system (Boston's Title I program) is a highly organized and systematic approach to individualizing remedial instruction. In the opinion of these evaluators, who have served many Title I programs in Massachusetts, the system is exemplary and worthy of dissemination.

Why Isn't My Child's School a Title I School?

Title I funds must be used to service children from low-income areas.

To identify these low-income areas the entire city has been surveyed to find the number of low-income families in each of the 861 population units called *geocodes*.

The attendance area of each *district* school is comprised of a certain group of geocodes, some of which are in the vicinity of the school and some of which are located at a distance from the school. Those *district* schools with attendance areas above the city-wide average of low-income residents are eligible for Title I services. Once a *district* school is eligible for Title I services all students in that school are eligible.

In the *non-district* schools, that is, magnet schools and private schools, a student is eligible if he or she lives in a geocode above the city-wide average in number of low-income cases.

(Notice that in both district schools and non-district schools, no particular student must be from a low-income family to be eligible. It is necessary only that

¿ Por qué la escuela de mi hijo no tiene Título I?

Los fondos del Título I deben ser usados par ayudar a los niños en areas identificadas para programas del Título I.

Para identificar estas areas la ciudad entera ha sido examinada para encontrar el número de familias de pocos ingresos en cada uno de los 861 grupos de población llamados "geocodes."

Cada escuela del *distrito* se compone de un cierto grupo de geocodes, algunos de los cuales están en la vecindad de la escuela y otros que están a una distancia de la escuela. Las escuelas del *distrito* que tienen muchos estudiantes cuyos padres tienen un ingreso más bajo que otros padres en la ciudad son elegibles para servicios del Título I. Una vez la escuela es elegible para servicios del Título I, todos los estudiantes en esa escuela son elegibles.

En las escuelas que *no* son del *distrito*, es decir, escuelas imánes y escuelas privadas, un estudiante es elegible si vive en un geocode que tiene muchas familias de pocos ingresos.

En resumen, en las escuelas de *distrito*, la elegibilidad para programas del Título I es según la

A feature of NIE workshop for parents, teachers, and aides was the demonstration lesson of Pat Delgardo of the Bunker Hill School

he or she live in an area or a geocode which is eligible.)

Summing up, in the *district* schools, eligibility is by *school;* in *magnet* schools or *private* schools, eligibility is by *residence of the individual child.*

escuela; en las escuelas *imánes* o *privadas,* la elegibilidad es según la *dirección de los estudiantes individuales.*

MY CHILD IS ELIGIBLE FOR TITLE I INSTRUCTION BUT IS NOT GETTING IT. WHY?

For several reasons not all eligible children can be serviced in Title I classes. The Title I law requires that schools concentrate on those children in greatest educational need.

Therefore, once students are eligible for Title I service, either because their school is eligible or because they live in an eligible geocode, then those eligible students with the greatest educational need are selected for Title I service. Selection is based on such factors as test scores, grades, and teacher recommendations.

In order that pupils may not miss too much of their regular classes, it is Title I policy that no pupil may receive both Title I reading and Title I math instruction except in extreme cases.

Also, because Title I is not allowed to provide pupils any instructional service which is the responsibility of the local school department, it is necessary that eligible Title I pupils receive the benefit of city-supported programs before they may receive Title I service. Thus, children of limited English-speaking ability must first be serviced by the city-supported bilingual program conforming to the Transitional Bilingual Education Act before they may receive Title I instruction in English as a Second Language. In the same way, children whose educational servicing has been prescribed through a Core Evaluation Team in accordance with Chapter 766 of the state law must first receive that prescribed service before they may receive Title I instruction.

Mi niño es elegible para instruccion del Título I pero no la consigue. ¿ Por qué?

Por varias razones, todos los niños elegibles no pueden conseguir servicios del Título I. La ley del Título I requiere que las escuelas concentren en los niños que tienen la necesidad más grande.

Por eso, cuando los estudiantes se encuentren elegibles para los servicios de Título I, por la elegibilidad de su escuela o su geocode, esos estudiantes con la necesidad más grande son elegidos para servicio del Título I. La selección es basada en tales cosas como notas en los exámenes, grados, y las recomendaciones de los maestros.

Para que los estudiantes no pierdan muchas de sus clases regulares, ningún estudiante recibe instrucción en lectura y matemáticas de los maestros del Título I excepto en casos extremos.

Debido a que el Título I no puede proveer servicios de instrucción que son responsabilidad del departamento escolar, es necesario que los estudiantes elegibles para Título I reciban programas ofrecides por la ciudad antes de que puedan recibir el servicio del Título I. Los niños que no hablan bien el Inglés tienen que estar servidos por los programas bilingües ofrecidos por la ciudad de acuerdo con la ley de Educación Bilingüe Transicional antes de que puedan recibir instrucción del Título I en Inglés como segundo idioma. De la misma manera, los niños cuyos servicios educacionales han sido prescritos por un Equipo Evaluativo en conformidad con el Capitulo 766 de la ley estatal, debe recibir primero ese servicio antes de recibir la instrucción del Título I.

Co-chairman June Reilly of the Title I Parents Advisory Council addresses Title I parents from District VII during a recent meeting at Bunker Hill Community College

What about "766" and Title I?

Chapter 766, a recently enacted state law, requires cities and towns to provide special educational services for certain pupils who have been evaluated and found to need such services.

These services are a local responsibility, that is, the responsibility of each city or town. Title I funds, being federal money, may not be used to pay for such services.

The instructional program which results from a Ch. 766 evaluation must be a program of city services. Therefore, Title I instruction may not be prescribed for a pupil by a Ch. 766 evaluation.

A student who is otherwise eligible may receive Title I service if he or she has not yet completed Chapter 766 evaluation. A student whose educational program is the result of a Ch. 766 evaluation may be considered for the Title I program only after the city has fulfilled its Ch. 766 responsibility.

¿ Que sucede con el 766 y el Título I?

El Capitulo 766, una ley estatal recientemente aprobada requiere que las ciudades y los pueblos provean servicios educacionales especiales para ciertos estudiantes que han sido evaluados y que necesitan tales servicios.

Estos servicios son una responsabilidad local, es decir, la responsabilidad de cada ciudad y pueblo. Fondos del Título I, siendo fondos federales, no se pueden usar para pagar tales servicios.

El programa educacional recomendado luego de una evaluacion del 766 debe ser un programa pagado por la ciudad. Por eso, la instrucción del Título I no puede ser ofrecida a un estudiante a través de una evaluación de 766.

Un estudiante que, de todas maneras, es elegible, puede recibir el servicio del Título I si él o ella no ha completado todavía la evaluación del Capítulo 766. Un estudiante cuyo programa educacional es el resultado de una evaluación del 766 puede ser considerado para el programa del Título I solamente después de que la ciudad haya cumplido su responsabilidad del 766.

TITLE I IS A *SUPPLEMENTAL* SERVICE

By this it is meant that Title I provides educational service which is above and beyond that which the school department provides.

This means that Title I children are entitled to every service which the school department makes available to all other school children of the city.

It also means that services supported by Title I funds must benefit Title I identified children alone.

Thus, Title I personnel may not give instruction to, or perform duties for, groups of children which include Title I and non-Title I children. This applies to coverage of non-Title I classes, recess or lunch duty, street duty, office assistance, etc. As stated in a memorandum to administrators from Associate Superintendent Robert McCabe, performance of such duties would be a "clear violation of federal regulations" and "could result in the loss of Title I funds for the Boston Public Schools."

Where such violations have been found in other states, the federal government has sued for recovery.

Because it could sometimes be very difficult for Title I teachers in practice to limit themselves to Title I service and because this policy seriously affects the use of all personnel in a Title I school, the Title I office has several times sought from the state approval agency a reconsideration that might allow some flexibility.

However, in this matter the state, reflecting clear instruction from the U.S. Office of Education, is firm and definite. One hundred percent of the time of Title I personnel must be devoted to the service of Title I identified children. Non-instructional time must be spent in activites related to the Title I program, for

El programa del Título I es un servicio suplementario.

Esto quiere decir que el Título I provee servicios educacionales más alla de lo que provee el departamento escolar.

Quiere decir que los niños del programa del Título I tienen derecho a todos los servicios que el departamento escolar ofrece a todos los otros niños de la ciudad.

Tambien quiere decir que los servicios prestados por los fondos del Título I benefician solamente a los niños identicados para el Título I.

Por lo tanto, el personal del Título I no puede dar instrucción a hacer se responsable de grupos de niños que incluyen niños del Título I y niños que no son del Título I. Esto incluye hacerso cargo de clases que no son del Título I, atender la hora de recreo o la hora del almuerzo, el cruzar de las calles, ayuda en la oficina, etc. En memorandum del Superintendente Asociado Robert McCabe a los administradores de escuelas él indicó que tales obligaciones serian una "violación muy clara de los reglamentes federales" y "puede resultar en la pérdida de fondos para el Título I para las escuelas públicas de Boston."

En otros estados donde han encontrado tales violaciones el gobierno federal ha puesto pleito para recobras el dinero.

Debido a que se hace muy dificil a veces que los maestros del Título I limiten sus servicios a estudiantes en Título I, y porque esta situación afecta seriamente el uso de toda personal de las escuelas del Título I, la oficina del Título I varias veces ha tratado de conseguir que la agencía estatal de aprobación que permita alguna flexibilidad en el programa.

Title I teachers vary instructions with many motivational devices as demonstrated by Margaret Krell of the Kent School accompanying her pupils in a folk-song exercise on sounds and vocabulary.

example, planning lessons, correcting papers, maintaining records, pupil-related conferences, etc.

From this it may be seen that the view of the State Department of Education is that Title I is strictly a supplemental service, a resource added to the individual school program. In this view Title I personnel and non-Title I personnel are members of a two-part instructional team who work together for their common purpose, the good of all children in their school. The better each member performs his or her role, the better the chance of attaining that common purpose. The requirement that Title I teachers devote all their time to Title I activities promises greater benefit for the entire school, especially since the Title I children are those pupils in greatest need of extra attention.

Sinembargo, en este asunto, el estado, siguiendo instrucciones claras de la oficina de Educación de los Estados Unidos, es definitivo y firme. Ciento por ciento del tiempo de el personal del Título I debe ser dedicado al servicio de los niños identificados como del Título I. El tiempo que no se dedica a instrucción se debe utilizar en actividades relacionadas con el programa del Título I, por ejemplo; planear las lecciones, corregir los papeles, mantener documentos, conferencias que son relacionades con los estudiantes, etc.

Es así como el Departamento Estatal de Educación indica que el Título I es estrictamente un servicio suplementario, un recurso añadido al programa individual de la escuela. De este modo el personal del Título I y el otro personal son miembros de un equipo de instrucción, que trabaja junto para alcanzar, un propósito común, el bien de todos los niños de la escuela. Mientras mejor trabajo cada miembro, mejor opportunidad tendrar de alcanzar su propósito común. El hecho de que los maestros del Título I dediquen todo su tiempo para las actividades del Título I, promete beneficios mayores para la escuela entera y especialmente para los niños del Título I que son los que tienen la necesidad mayor de atención adicional.

Why are Non-public Schools in the Title I Program?

The aim of the federal law is to help school children in low-income areas. From the beginning Congress realized that many of these children do not go to public schools. Therefore, the law requires that *comparable* Title I services be available to all children from low-income areas, even if they do not go to public schools.

In order to avoid legal problems, the law requires that Title I funds do not benefit the schools themselves. Thus, all payments and purchases for non-

¿ Por qué estan en el programa del Título I escuelas que no son públicas?

La idea de la ley federal es ayudar a los niños en las areas más pobres. Desde el principio, el Congreso se dió cuenta de que muchos de estos niños no van a escuelas públicas. Por eso, la ley requiere que servicios comparables a los del Título I se hagan disponibles a todas niños de areas pobres, aun cuando no vagan a las escuelas públicas.

Para evitar problemas legales, la ley requiere que los fondos del Título I no beneficien las escuelas en public school children are made through the public school department. Personnel who teach Title I children in non-public schools are hired through the public school personnel office and are subject to all its policies. Material and equipment are loaned for the use of Title I children only.

Of course, participation in the Title I program is voluntary on the part of private schools. In the past, some private schools have been unwilling to accept a public school control of the Title I program in their schools and have declined to participate. Private school involvement extends to all aspects of the program, instruction, testing, evaluation, parent councils, training, etc.

In considering eligibility of non-public schools for Title I service, priority is given to those schools which draw their enrollment from eligible public school attendance areas with high incidence of low-income families.

Since many of the private schools located in Boston's low-income areas are parochial schools, it is natural that they make up the bulk of the non-public sector of the program.

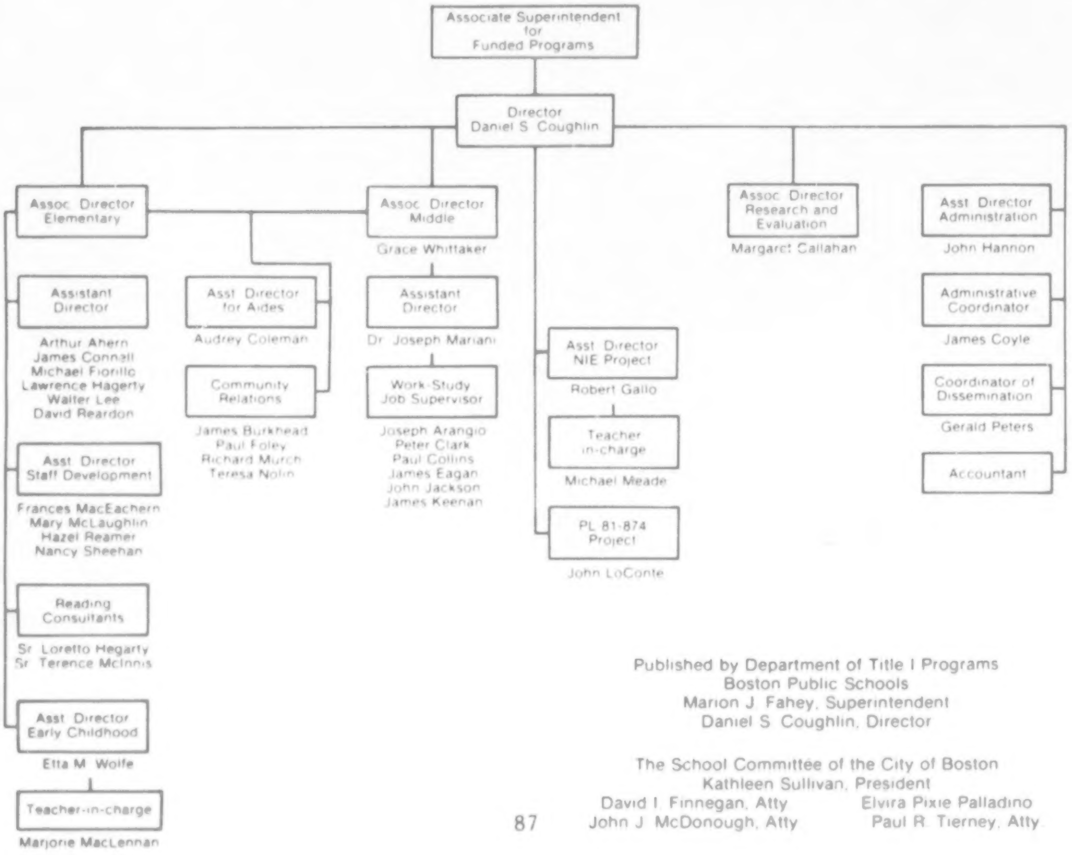
sí. Todos los gastos y compros para niños que no están en escuelas públicas son hechos a través del departamento de escuelas públicas. El personal que enseña los niños del Título I en escuelas que no son públicas son colocados por la oficiña de personal de las escuelas públicas y observan todos sus reglamentos. Los materiales y equipo son prestados a la escuela para el uso de los niños del Título I solamente.

Por supuesto, la participación en el programa del Título I es voluntaria en la parte de las escuelas privadas. En el pasado, algunas escuelas privadas no han estado dispuestas a aceptar el control por las escuelas públicas del programa del Título I en su escuela, y se han negado a participar.

La involveración de las escuelas privadas incluye a todos aspectos del programa: la instrucción, la examinación, la evaluación, los concilios de padres, entrenamiento, etc.

Al considerar la elegibilidad de escuelas nopublicas para servicio del Título I, se da prioridad a aquellas escuelas que cogen estudiantes de areas donde hay escuelas públicas elegibles para Título I debido a que hay una gran cantidad de familias que tienen poco ingreso.

Debido a que muchas de las escuelas privadas que están en las areas pobres de Boston son escuelas parroquiales, es natural que éstas forman la mayoría del sector privado del programa.


Associate Superintendent for Funded Programs
Director Daniel S Coughlin
Assoc Director Elementary
Assistant Director
Arthur Ahern
James Connell
Michael Fiorillo
Lawrence Hagerty
Walter Lee
David Reardon
Asst Director Staff Development
Frances MacEachern
Mary McLaughlin
Hazel Reamer
Nancy Sheehan
Reading Consultants
Sr Loretto Hegarty
Sr Terence McInnis
Asst Director Early Childhood
Etta M Wolfe
Teacher-in-charge
Marjorie MacLennan
Asst Director for Aides
Audrey Coleman
Community Relations
James Burkhead
Paul Foley
Richard Murch
Teresa Nolin
Assoc Director Middle
Grace Whittaker
Assistant Director
Dr Joseph Mariani
Work-Study Job Supervisor
Joseph Arangio
Peter Clark
Paul Collins
James Eagan
John Jackson
James Keenan
Asst Director NIE Project
Robert Gallo
Teacher in-charge
Michael Meade
PL 81-874 Project
John LoConte
Assoc Director Research and Evaluation
Margaret Callahan
Asst Director Administration
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Administrative Coordinator
James Coyle
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Gerald Peters
Accountant

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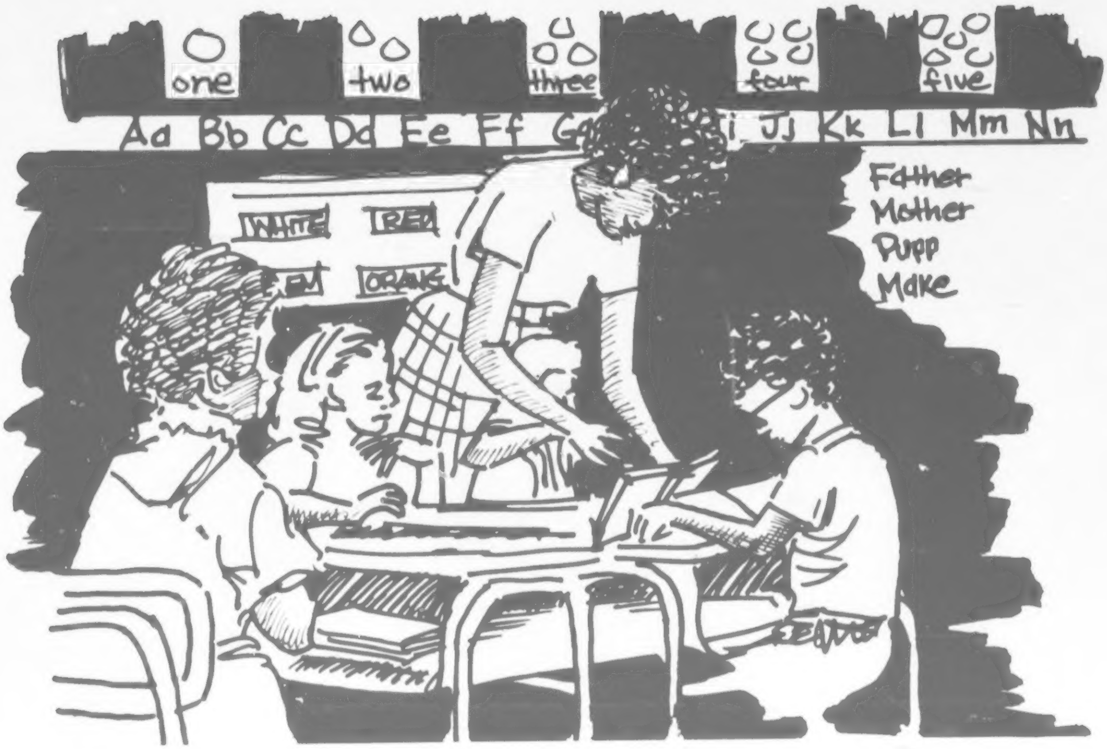
NEWSLETTER 1977 - 1978

TITLE ONE IN ACTION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PARENTS CAN HELP TOO!

SPRINGFIELD TITLE I PROJECT

P.A.C. INFORMATIONAL MEETINGS

Now that September is here schools have reopened. The Title I Parent Advisory Council, Principals and Title I staff are busy preparing for parent council ellections. Because federal guidelines indicate that school districts must elect local parent councils as well as a district wide council, P.A.C. elections are held each fall to add on new members and to replace members whose terms have expired. For this reason, six district informational meetings in different locations of the City have been planned to make parents aware of the parent council advisory role, to explain the kinds of services provided by Title I and to gather nominations for the election of council members. Five informational meetings will be held for a group of schools, and one evening meeting at the Central Office for all parents who could not attend a day meeting. All meetings are scheduled for the date, time and location listed below:

REGION I - September 19, 1977, (10:00 a.m.) At Pottenger for Pottenger, Liberty, Glenwood, Armory, and Our Lady of Hope.

REGION II - September 20,. 1977, (10:00 a.m.) At Howard for Howard, School St., Mt. Carmel, and St. Joseph-St. Thomas.

REGION III - September 21, 1977, (1:30 p.m.) At New North for New North, Lincoln, Carew St., Brightwood and Sacred Heart.

REGION IV - September 23, 1977, (10:00 a.m.) At DeBerry for DeBerry, Homer, Ells, Tapley, Cathedral, Sumner, White, Kensington, and Brookings.

REGION V - September 23, 1977, (10:00 a.m.) At Myrtle for Myrtle, Immaculate Conception, St. Matthews, Indian Orchard, and Dorman.

GENERAL VI - September 21, 1977, (7:30 p.m.) Boardroom of the School Department for all parents with children attending Title I schools who cannot attend the day meeting for their school.

A Spanish translator will be available, as needed.

Sketches on the front cover and page 6 are compliments of Mr. Elliot Dyer.

"PARENTS INVOLVED IN TITLE I"

Active and meanigful parental involvement in Title I can have a positive effect on the children receiving Title I services as well as on the program itself. Also parents who become involved are much more aware of the educational process which help their children prepare for the future. By so doing, parents also help themselves.

Members of the Title I P.A.C. have and continue to be involved in planning, developing, implementing and evaluating school year projects. Some P.A.C. members monitor and observe classroom activities, while others have been involved in the evaluation of the Title I program. Still others have assisted in developing training for P.A.C. members. Also Title I parents have assisted in developing election procedures for parent councils and a Newsletter to disseminate Title I information.

In order to help newly elected council members in carrying out their advisory role, several training programs are being planned. These training programs will help parents to understand the ease to which they can become an effective council member. Some parents will learn how to become good supporters of P.A.C. activities as well as good group leaders. Many parents will find that P.A.C. training programs not only help them as council member but in their daily lives as well.

CITY-WIDE P.A.C. OFFICERS

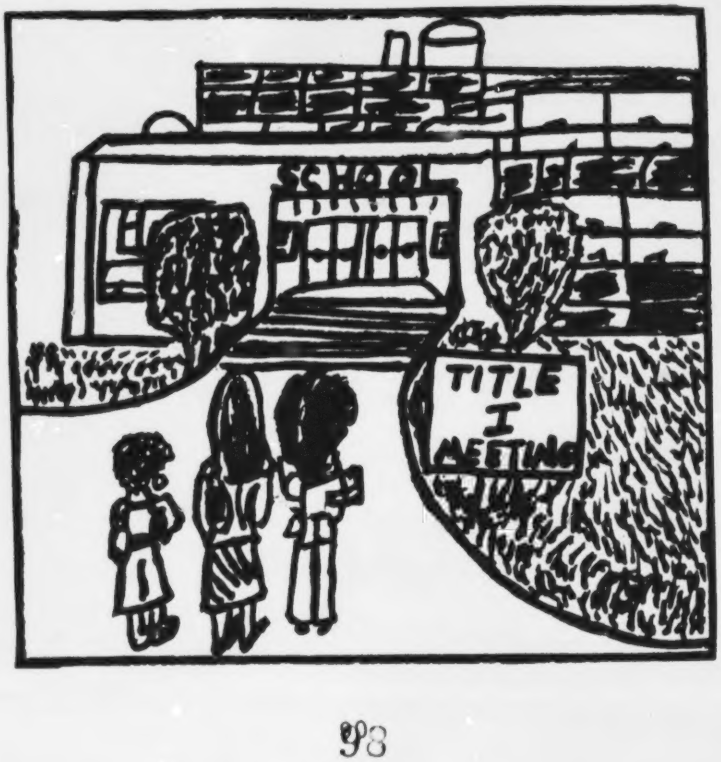
Mrs. Sarah Carter, Chairperson
Mrs. Jane Kalill, Vice Chairperson
Mrs. Jo-Anne Faust, Corresponding Secretary
Mrs. Lois Pare, Recording Secretary
Mrs. Evelyn Benedetti, Financial Secretary
Mr. Roland Joyal, Procedural Advisor

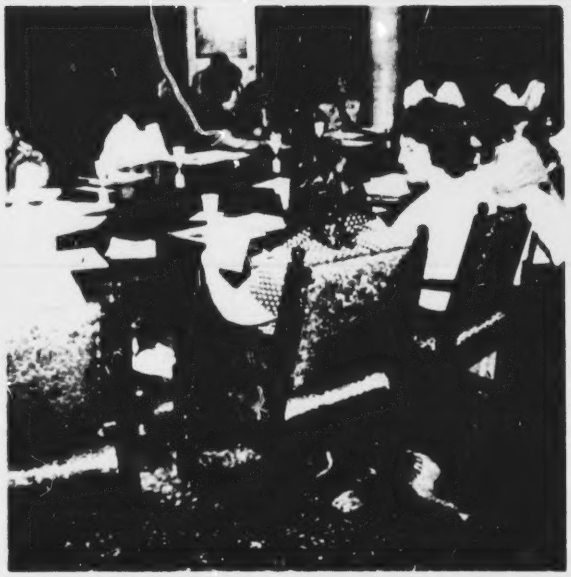
Dr. J. Ben Mathis, Title I Director

NEWSLETTER COMMITTEE

Mrs. Sarah Carter
Mrs. Lois Pare
Mrs. Ann Bailey
Mrs. Barbara Lockley, Supervisor of Title I Aides

Mrs. Victoria Ford, P.A.C. Coordinator





After having read this far in your newsletter, you probably have a better understanding as to what Title I is all about. Further, you may wish to learn more about Title I and how you can help keep these valuable services for your children. Each parent of a child in Title I schools can help by becoming involved in your school as local council member. Some parents can become even more involved by serving on the district wide council. To find out more about Title I and how you can assist the School Department in the education of your children, you can attend any of the scheduled informational meeting listed on Page 2 of this issue. If you are unable to attend either of the scheduled meeting and still wish to become an active council members, you may complete the attached nomination form.

Please return your completed nomination form, by your child, to your school Principal, by Friday, September 23, 1977.

------------------------------ Please tear off on dotted line ------------------------------

NOMINATION FORM

September, 1977

1) ____________ I wish to place my name in nomination for election to my local parent council.

2) Name ____

3) Address ____

4) Telephone Number ____________________

5) Name(s) of child/children and Title I school:

Name	Title I School

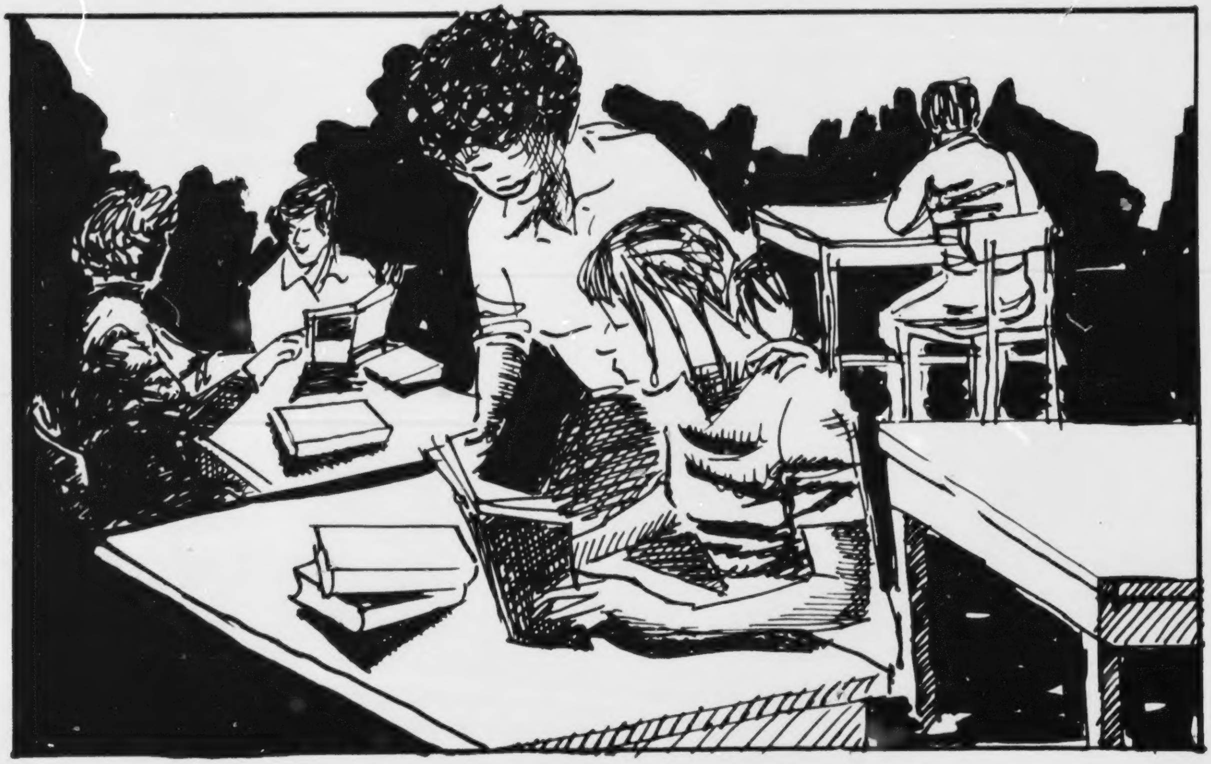
WHAT TITLE I IS DOING FOR CHILDREN IN SPRINGFIELD

Title I projects provide service for more than four thousand children in Springfield. It is recognized that schools having large numbers of children from low income areas of the city must be able to provide extra help for children who fall below grade level in reading and math.

Title I teachers, assistant teachers and aides are able to work with children in small groups, and often on an individual basis to help each child according to his or her needs. However, some children have severe reading problems, therefore, a Title I Reading Clinic, located at Tapley School, will provice intensive help in reading for ninety children in grades two through six. Children return to their regular classrooms after they have "caught up" in reading.

In addition to difficulties in reading and mathematics, many children receiving Title I services experience adjustment problems and need supportive services. These supportive services are provided by Title I counselors of the Social and Psychological Services Unit. Another part of the Social and Psychological Services Unit is the Home-School Liaison Workers, who assist parents and principals in maintaining communication between the home and school.

Research indicates that a varied and meaningful experience during the early years of a child's life can significantly affect his or her ability to succeed educationally. This need exists in Title I areas in Springfield as a result, a Title I Preschool was designed to meet educational needs of these young children. Approximately, 300 young children participate in the Preschool project each year.



CITY OF LAWRENCE, Massachusetts
Department of Public Schools

TITULO I
CONSEJO DE PADRES (P.A.C.)

Padres y oficiales de escuela deben prepararse para un crecimiento en la participacion paternal de manera que se pueda mejorar las relaciones escuela-casa, ayudando a profesores y administradores a entender los efectos positivos de la participacion paternal y haciendo que los padres se sientan mas "en casa" en las escuelas.

Asociacion:

La regla basic de la asociacion es que los padres de los ninos elegibles para el Titulo I deben ser de una meyoria numerica en el concilio. Pero esto no quiere decir que solamente aquellos que sus hijos esten reciniendo los servicios del Titulo I son elegibles. Las otras dos reglas de la asociacion son:

1. Los padres deben ser representantes de sus hijos. Lo cual quiere decir que los padres de hijos asistiendo escuelas privadas, los cuales clasifican para recibir los servicios del Titulo I, deben estar en el concilio. Si el distrito presta servicios a un numero elevado de ninos que no hablan ingles, los padres de estos deben estar en el concilio.

2. Un grupo que ya esta en existencia debe ser el advocado del concilio.

Las regulaciones federales no especifican como on miembro del concilio debe ser elegido. En Lawrence, se llevaran a cabo elecciones en cada escuela, en las cuales se eligen dos representantes de cada una para formar el concilio de la ciudad.

Obligaciones de Los Padres Para El Concilio

1. Revisar aplicaciones y evaluaciones de pasados y presentes programas del Titulo I
2. Sugerir necesidades de ninos y como pueden ser estas superadas
3. Hacer comentarios, si se desea, a personal de la escuela local y el estado, sobre las solicitudes del Titulo I.
4. El concilio debe estar concerniente de las relaciones con la comunidad
5. Debe tambien hacer las veces de unidad social y promotora de fondos economicos

Entrenamiento:

Entrenamiento es un ingrediente importante para asegurar el triunfo del concilio de padres advocados. Para que los padres puedan realmente participar en la planeacion, desarrollo, operacion y evaluacion del Titulo I, deben saber lo que estan haciendo. Tan pronto como los padres sean elegidos para el concilio, conduciremos nuestra primera reunio de orientacion. Dichas reuniones comprenderan temas como:

- Leyes del Titulo I
- Reglamentos Federales y guias sobre el Titulo I
- Reglamentos estatales y guias sobre el Titulo I
- Proeedimiento de seleccion de escuela y nino
- Concilio de padres advocados
- Como tener voz yuoto en la educacion de sus hijos
- Como dirigir donde se debe gastar el dinero en las escuelas de sus hijos
- Como dirigir quejas y hacer sugerencias
- Como acercar a los padres, profesores y educadores unos otros
- Como lograr la unidad de la escuela y la comunidad
- Que esta haciendo el Titulo I ?

Consejo De Padres Individuales:

Consejo de Padres individuales (P.A.C.'s) a formularse en cada escuela recibiendo servicios del Titulo I en la ciudad de Lawrence:

Oficiales:

1. Presidente - coordinator de todos los oficiales con la responsabilidad de mantener una efectiva y activa P.A.C.
2. Oficial de relaciones publicas
   Asistente de relaciones publicas
   - publicar un boletin mensual de las escuelas
   - toma de fotografias del Titulo I en accion
   - especial interes sobre la superacion de los estudiantes
   - responsabilidad de aduertir al publico de los eventos que toman woar en las escuelas
   - mantener un intercambio de comunicaciones entre la escuela, el Titulo I y los padres
3. Oficial Bilingue - en el major de los casos, este sera el asistente de casa-escuela situado el la oficina de la escuela
   - sus mayores responsabilidades seran: traducciones, ambos en las reuniones y en correspondencia. Este oficial trabajara juntamente con el de relaciones publicas y posiblemente necesite

designar un asistente

4. El director (si no ya designado por el presendente) y dos maestros seran anadidos cono consejeros y consulyados sobre su opinion respecte a necesidades educacionales que existen

Los P.A.C., sus escuelas individuales, son representantes de su escuela respectiva y tendran que organizar una reunion mensual con los demas padres. En otras ocasiones durante el mes, los oficiales del P.A.C. deberan reunirse para coordinar sus esfuerzos individuales.

Habra tambien una reunion mensual de todos los P.A.C. de la ciudad. En el pasado, estas reuniones han sido abiertas al publico en general. En el futuro, solamente representantes para que estos asistan a la reunion de la ciudad. De esta manera las reuniones de la ciudad seran mejor intercamio de ideas. Otras reuniones del Titulo I para otros padres interesados seran organizadas en las escuelas.

P.A.C. Y La Oficina Del Titulo I:

Debera existir entera cooperacion entre el concilio de padres advocados y todo el personal del Titulo I. Lynda Giannarakos, Coordinadora del Titulo I sera el instrumento de la organizacion del concilio y sera un placer para ella el tener reuniones con el P.A.C. durante el ano. El concilio sera organizado y dirigido por Lynda Giannarakos y Suzane Piscitello, Directora del Titulo I el Titulo I ofre cera su ayuda en la bus queda de local, refrigerios, personas para cuidar de ninos, y medios de transpotacion. En general ayudara a organizar todos los esfuerzos.

Si tiene alguna pregunta al respecto, por favor llameme:

Lynda Giannarakos
Titulo I Coordinadora
1 Mill Street
Lawrence

686-7701 8:30 - 4:00

IV. SETTING UP VOLUNTEER PROGRAMS AND TRAINING WORKSHOP

Effective volunteer programs must start with an assessment of teachers' needs, and then active recruitment and training. Some practical volunteer tips are:

1 - Specifically define staff needs.

2 - Vary kinds of opportunities.

3 - Actively recruit (through flyers, phone, and meetings).

4 - Find out community resources (people and places).

5 - Train volunteers.

6 - Train teachers to use volunteers.

7 - Set up volunteer guidelines.

8 - Try to help mothers who need babysitting.

9 - Thank volunteers.

10 - Use parent coordinators to help manage the program (telephoning, etc.).

11 - Have teachers and parents plan and evaluate together often.

12 - Suit program to community.

Recommended reading and contacts:

Handbook-Volunteers In Education
Recruitment Leadership and Training Institute
U. S. Office of Education

National School Volunteer Program, Inc.
Worcester School Volunteer Office
Robin Spaulding, Coordinator
20 Irving St.
Worcester, MA. 01609

SAMPLE RECRUITMENT FORM FROM HARRINGTON SCHOOL, CHELMSFORD, MA.

HELP WANTED

The Harrington School Parent Advisory Council (P.A.C.) will be publishing these "Help Wanted" bulletins as various needs for volunteers arise. We urge you to participate (1) so as to become better informed about your children's learning program; and (2) to contribute to and enrich that program. Please fill in the blanks which interest you, and return promptly to the Harrington. More requests for specific volunteer tasks will be forthcoming shortly, from the units, library, specialists, etc.

* *

HELP WANTED: MEMBERS FOR THE PARENT ADVISORY COUNCIL

The P.A.C. meets monthly with the principal to communicate information to and from parents and to coordinate volunteer projects. Members of P.A.C. are requested to attend meetings regularly, to serve as parent contacts, and to assume responsibility for at least one home-school project or program. Meetings are open to all parents in the school, and information regarding date, time and agendas, will be sent home each month via a P.A.C. newsletter. Dads and moms are welcome--if you would like to be a member of P.A.C., please complete the following form.

Name________________________________ Telephone No.___________

Child's (children's) unit or homeroom teacher: _____________

______________________ __________________ ______________

Check areas in which you'd be willing to work:

_____coordination of volunteers

_____social or fund-raising events

_____information-type activities (Publications, open houses, etc.)

* *

HELP WANTED: ART CLASS ASSISTANTS

Art teacher, Ms. Kathy Rabin, is looking for parents willing to "dig into" paint, clay, glue, etc. Parents needed for three large art classes on Friday mornings (from 9:05-11:45), and for other special projects during the year. No previous art experience is required-just willingness to help children.

SAMPLE RECRUITMENT FORM FROM HARRINGTON SCHOOL (Continued):

Volunteer parents will be invited to meet with Ms. Rabin for explanation and orientation on procedures in art class. Please sign below.

Name_____________________________ Telephone No. ______________

Friday morning help: ____every week ____bi-weekly ____once a month

Occasional special project (check day or days most convenient):

____Mon ____Tu ____Wed ____Th ____Fri

Are you experienced in any arts or craft area in which you could serve as a resource? Please describe:

5. Parent Advisory Council Program

(a) The goals of the Lowell Title I Parent Program lie in the belief that there is no other single factor more influential on a child's life and learning that the relationship he/she has with their parents. These goals are stated as follows:

Short Term Goals:

(1) Information to parents of target school children about Title I services to the school, Title I programs and services to eligible children.

   a. Information to parents about services in their school.

   b. Community speakers on social services and city agencies.

   c. Input from parents on summer and school year proposal.

   d. Feedback from parents on unmet educational needs of children.

   e. Parent group elected at each target school.

   f. Representative elected from each Title I school to the Central Parent Advisory Council.

   g. Child development/child development issues.

   h. In-depth workshops for parents focusing on developing good study habits in their children and fostering a positive attitude towards school. The workshops are specifically meant to reflect the high ranking that "Improvement of Study Habits" and "Positive Attitude Toward School" received in the parents needs assessment.

(2) Identification

All parents whose children are receiving the extra reading service of Title I teachers shall be notified of such.

(3) Reunion of continuing PACS and new members to be completed by November 1977.

(4) Parent Newsletter

Published at least three times during the year containing such information as local news of interest to parents as well as school news, Title I news, and items of interest from the parent program.

(5) Elections of new members to city-wide PAC to be accomplished by November 1977.

(6) New SPAC reps. elected by November 1977.

(7) Orienting and training parents as chairpersons, encouraging leadership.

Long Term Goals:

(1) Formal needs assessment of parents needs, to be done with parents.

(2) Providing workshops and training experiences for parents which meet identified needs.

  a. Training and skills to improve parent's personal lives thus improving families life.

  b. Training or skills that will directly relate to the school age child (child rearing/child development).

(3) Determine role parents are to play in school (i.e. volunteering presentations, parent conferences, open houses.

(4) Parent resource center (place for workshops). Contingent upon available space.

(5) Public relations about Title I and parent program (focusing on community to increase participation and image).

(6) Parents having better understanding of Title I program and having input into program design/content.

Parent/Teacher conferences.

  a. To insure and promote better two-way communication between home and school. Information to teacher of background of child and information to parent of how to help child and his/her behavior in school.

Monthly meetings of the Central Parent Advisory Council:

  a. Training of PAC parents in understanding of all components of Title I

  b. Discussions of different program aspects and other community Title I programs.

  c. Visits to other communities (Haverhill, Lawrence, and Lynn).

(7) Clarifying role of Parent Program to school personnel, and encouraging Title I teaching staff to be more involved with parents (workshops, attending meetings, parent-teacher conferences, etc.).

(8) School visits and more observation of the tutorial process in action.

  a. This would serve to help parents and teachers feel more comfortable with each other as they have more contact. Also, helping parents to better understand the program in action.

(9) Including indivudual school administration in parent program.

Parent program implementation will adhere to the following timetable:

a. September:

- re-convening of already formed local PAC's
- meeting with principals and staffs of schools to plan for meeting inviting new Title I parents.
- re-convene City PAC (committee assignments)

b. October:

- City PAC meeting
- after testing has been completed, then start to identify the population of Title I parents in each target school.
- proceed with the inviting of new parents in each school to PAC meetings
- local meetings in all 18 schools

c. November:

- first Title I parent newsletter
- meetings of 18 schools
- home visits made to all new city wide PAC parents to further explain program
- City wide PAC meeting

d. December:

- meeting of city-wide PAC
- possibly a city wide fun/learning function such as Fritz Bell, or an inter-community affairs such as a Title I conference

e. January:

- meetings of all local PAC's
- meeting of city wide PAC to start planning for parent role in needs assessment and evaluation of program (go over evaluation report 1976-77)
- plan for involvement with other communities: an inter-community Title I conference for the spring

f. February:

- meetings of all local PAC's
- meeting of city wide PAC's
- planning perhaps, a Title I fair for the spring (with City PAC)
- Title I newsletter

g. March:

- meetings of all local PAC's
- city wide PAC meeting-devoted to needs assessment and summer program

V. HELPING PARENTS PARENT

Helping parents do a better job at home is a very viable direction to take in home-school relationships. Parents exert such a tremendous influence upon attitudes and capabilities of children that no greater service can be undertaken than to help them perform in their role more effectively. Professionals trained in child psychology, transactional analysis, or communication skills may be brought in; the school guidance counselor or staff member trained in these areas may undertake coffee hours; filmstrips, movies and cassettes may be purchased; parent materials may be added to the school library; or parents may make learning materials which can be used at home with children. Parents enjoy role-playing, discussion and general idea sharing; they also find great encouragement in discovering that their own child-rearing problems are not unique.

RECOMMENDED READING:

Paperbacks available at all bookstores, prices may vary:

Between Parent and Child, Haim G. Ginott, Avon, 1969, New York. $1.75.

Born to Win, Muriel Jones and Dorothy Jongeward, Addison-Wesley, 1971, Massachusetts. $4.95.

Learning Through Play, Jean Marzollo and Janice Lloyd, Harper & Rown, 1974, New York. $1.25.

Liberated Parents, Liberated Children, Adele Faber and Elaine Mazlish, Avon, 1975, New York. $1.75.

P.E.T.--Parent Effectiveness Training, Thomas Gordon, Wyden, Inc., 1973, New York. $6.95.

A Family Affair: Education. Available from Home-School Institute, Trinity College, Washington, D. C. 20017, $9.00 (includes mailing).

The Parent Package to Raise a Winner, S. Ortho Hesterly, 1975, Arkansas. Available from Espousal Center, 554 Lexington St., Waltham, MA. 02154 (617-893-4544) $1.25.

Schools Where Parents Make a Difference. Available from Institute for Responsive Education, 704 Commonwealth Ave., Boston, MA. 02215. $3.95.

Excellent resource for T.A. (Transactional Analysis) materials:

Film Rental Library & Resource Center
Espousal Center
554 Lexington St.
Waltham, MA. 02154 (617-893-4544)
(T.A. Film Rental - $25.00 plus mailing).

Filmstrip:"How to Help Your Child Succeed In School"
National Education Association
1201 16th St., N.W.
Washington, D. C. 20006
Also available for rental from:
Merrimack Education Center
101 Mill Road
Chelmsford, MA. 01824
(617-256-3985)

SAMPLE SEND-HOME SHEET FROM THE HOME AND SCHOOL INSTITUTE, WASHINGTON, D. C.

TEN TIPS TO PARENTS ON CHILDREN'S EDUCATION

Trust your common sense and your own abilities. Expect to make a significant input into your child's education; educational research and common sense experience indicate that parents are their child's most important teachers.

Know that education starts back in infancy, way before the "regular" school years. Take advantage of those early learning years through home-teaching activities that teach and are enjoyable at the same time.

Provide success experiences at home that help your child see herself as a person who can do, who can accomplish. Both home and school need to provide ways for children to demonstrate their abilities, from the garden to the kitchen to the classroom.

Seek ways to let the child, even the very young child, know that he is NEEDED, that he is important, that it really matters that the child is around. This builds confidence and self-esteem so necessary for school success.

Start trying and compiling ideas for activities to do with children at home: choose among them so that they are appropriate to the time, energies and abilities of that particular day, the parent and the child. Mobilize: be helpful, not helpless.

Relax: know that neither you nor the teacher need be perfect to educate a child well. Remember that no one day or year in school will kill your child's abilities and creativity: kids are more resilient than we think.

Expect that when your youngster does enter "regular" school that the teacher will be welcoming, will keep you informed, will ask for your advice, and will use your abilities.

Try to be a constructive, but if necessary, critical part of the school family. Expect to ask questions, to talk up at meetings and conferences. Don't ever be ashamed of being "just" a parent.

SAMPLE SEND-HOME SHEET FROM THE HOME AND SCHOOL INSTITUTE, WASHINGTON, D. C. (Continued):

Stop griping about the school across the back fence: if you have information to share (a projected move, a change in family situation), a complaint or problem, even praise, take it to the school. Try to keep from getting butterflies in your stomach when you go through the school door--you are not the student anymore.

Expect the school to have a guiding philsophy of education: expect this philosophy to be communicated to you; expect the school to share with you many ways in which you can supplement your child's education at home so that home and school can work together in an educational partnership.

VI. USING COMMUNITY RESOURCES

These are many exciting educational programs which link community and classroom closely together. Sometimes the programs are formally organized and funded with grant money; secondary students contributing time to elementary schools and other community groups, while getting training at the same time, earn course credit; career education includes visits to various sites as well as guest speakers in the classroom; or, on a less formal basis, a link may be made between a school volunteer coordinator and the local senior citizens' chapter. Programs are so numerous and so varied, information is best gained by contacting local school systems to obtain specifics.

Recommended reading:

101 Activities For Building More Effective School Community Involvement by Dorothy Rich & Beverly Mattox, Home & School Institute, Box 4847, Washington, D. C. 20008

Kaleidoscope 16, Bicentennial Issue, Citizenship Education and School-Community Collaboration, Winter 1976. Massachusetts Department of Education, Bureau of Curriculum Services, 182 Tremont St., Boston, MA. 02111

Together: Schools and Communities, August, 1975. Report of the Mass. Advisory Council on Education, Prepared by the Institute for Responsive Education, written by Mariam Clasby.

Yellow Pages of Learning Resources, available from Merrimack Education Center, 101 Mill Road, Chelmsford, MA. 01824

MASSACHUSETTS STATE TITLE I P.A.C.

The Mass. State P.A.C. has been organized since 1972. All members are parents elected by parents. Each city sends one representative for every $500,000 of Title 1 funds. Smaller communities elect representation at the County level. It is made up of approximately seventy members. We are funded through voluntary contributions from L.E.A.s (local education agencies).

The Mass. State P.A.C. assumes the following responsibilities:

1. We were involved in the hiring of the Mass. Title 1 Director.

2. We participate in State Program Reviews.

3. We conduct workshops and conferences for parents.

4. We also participate in State Department workshops.

5. Work on State Department Committees for writing new state guidelines.

6. Through our legislative committee, we remain knowledgeable on current Title 1 happenings and write letters to let our representatives know of our concerns.

7. Disseminate information through reports, media, and other methods.

8. We strive to help parents to have the means to effectively help their children.

9. Continually look for ways to improve Title 1 services and programs for the children.

10. Serve as a resource for parents.

CONTACT PEOPLE

If you would like the services of the State Parent Advisory Council contact: Virginia Canty, Chairperson, Mass. State P.A.C., 31 St. James Ave., Boston, MA. 02116, and, Mr. Thomas Donahue, Parent Liaison Officer, State Title 1 Office, Mass. Department of Education, 31 St. James Ave., Boston, MA. 02116. Tel (617) 727-5745

Title I State Parent Advisory Council

1978

*Officers	Address	Telephone
Virginia Canty, Chairperson	34 Elmer Drive Chicopee, MA. 01013	(413) 592-9760
Robert Galeaz, Vice-Chairperson	303 Eastern Avenue Lynn, MA. 01902	(617) 593-3754
Marguerite Tibbert, Recording Secretary	47 Lindsay Street Framingham, MA. 01701	(617) 875-6727
Monika Lashway, Comptroller	462 Maple Street Holyoke, MA. 01040	(413) 538-7581
Winston Spooner, Parliamentarian	42 Milne Avenue Swansea, MA. 02777	(617) 676-0674

Title I State Parent Advisory Council *

1977-1978

County	Member	Alternate
Barnstable		
Berkshire	Donna Dobbert North Adams	Diane Parsons North Adams
City of Pittsfield	Jean Marie Cole Pittsfield	Camille Martin Pittsfield
	Beverly Supranowicz Pittsfield	Julie Johnson Pittsfield
Bristol	Dorothy Gorman Attleboro	Elaine Gouveia Taunton
	Mina O'Connor Somerset	Mary Linhares Somerset
	Winston Spooner Swansea	Freda Thomas Somerset
City of Fall River	Jack English Fall River	Janice Ameral Fall River
	Phyllis Byrn Fall River	Lillian Moniz Fall River
City of New Bedford	Beverly Souza New Bedford	Loretta Robertson New Bedford

* NOTE: At the time of this printing, not all of the names of the 1977-1978 State Parent Advisory Council have been submitted to the State Title I office.

County	Member	Alternate
City of New Bedford (Continued)	Anna Pina New Bedford	John Medeiros New Bedford
	Nancy Wunschel New Bedford	Evelyn Xavier New Bedford
Dukes	Elizabeth Jackson Edgartown	Myrna Araujo Vineyard Haven
Essex	Charles Fowler Newburyport	Patricia E. Gabriel Newburyport
	Marie Harmon Gloucester	Nancy Gardner Newburyport
	Marie Messner Amesbury	Pam Noon Amesbury
City of Haverhill	Dianne Weilbrenner Haverhill	Versie T. Etheridge Haverhill
City of Lawrence	Charlene Titane Lawrence	
	Annie Merolla Lawrence	
City of Lynn	Ronald Beardsworth Lynn	Joyce Cully Lynn
	Robert Galeaz Lynn	Dorothy Doane Lynn
Franklin	Barbara Koch Greenfield	Charlotte Smead Greenfield

County	Member	Alternate
Hampden	Virginia Canty Chicopee	
	Cecilia Picard Chicopee	
City of Holyoke	Monika Lashway Holyoke	
City of Springfield	Mrs. Evelyn Benedetti Springfield	Lois Ptaszkiewicz Indian Orchard
	Ruth Williams Springfield	Charlotte Trillo Springfield
	Ann Bailey Springfield	Cynthia Grimaldi Springfield
	Sarah Carter Springfield	Esther Thompson Springfield
	Victoria Ford Springfield	Janet Tobin Springfield
Hampshire		
Middlesex	Marguerite Tibbert Framingham	Margaret Cheever Framingham
	Joanne Hess Dracut	Bette Henderson Holliston
	Sally Apice Billerica	Richard Desrochers Dracut
	Mary Ann Parent Waltham	Claire Clouthier Dracut

County	Member	Alternate
Middlesex (Continued)	Pat Krause Waltham	Nancy Iovanni Medford
	Dottie Doherty Arlington	Marlene Harron Waltham
City of Malden	Bailee Weiss Malden	Christine Capillo Malden
City of Cambridge	Mrs. Shirley Price Cambridge	Janet Murray Cambridge
	Mary Watson Cambridge	Diane Enos Cambridge
City of Lowell	Norman Reynolds Lowell	
	Patricia Cunningham Lowell	
	Thomas Chiles Lowell	
City of Sommerville		
Nantucket	Jeanne Mayo Nantucket	Sandra Palchanis Nantucket
Norfolk	Arabis Tizzano Dover	
	Leona York Franklin	Richard York Franklin

County	Member	Alternate
City of Quincy	Audrey Smith Quincy	
Plymouth	Robert Kelly Pembroke	Janet Fairbanks Green Bush
	Jo Ann Besegai Plymouth	Barbara Poznysz Scituate
City of Brockton	Mrs. Mary Otto Brockton	
Suffolk County	Alice Pagliarulo Revere	Priscilla Lorance Winthrop
City of Chelsea	Marilyn Portnoy Chelsea	Doris Waxman Chelsea
City of Boston	Carolyn Plump Boston	Janet Tremblay Boston
	Ruth Howard Boston	Ruth Sullivan Boston
	Irene Caldwell Boston	Eva Coakley Boston
	Sarah Hall Boston	Ella Dowd Boston
	Arlene Burke Boston	Nancy Harrington Boston

County	Member	Alternate
City of Boston (Continued	Ann Houlson Boston	Hattie McKinnis Boston
	Helen Moon Boston	Clare Willard Boston
	Audrey Smith Boston	Joanne Vaughn Boston
	Helen Lee Jones Boston	Lorena Steele Boston
	Joseph Jones Boston	Linda Todd Boston
	Donna Denning Boston	Theresa Hird Boston
	Terry Mair Boston	Rosa Landers Boston
	Josephine Calapa Boston	
	Cleo Trammel Boston	Annette Bazley Boston
	June Reilly Boston	Dolores Boyle Boston
	Helen Malvarossa Boston	Joan Boucher Boston
	Magnolia Miller Boston	Marjorie Hassell Boston

County	Member	Alternate
Worcester	Janice Barchand Oxford	Phyllis Bagley Sutton
	Claire Dalton Shrewsbury	Natalie Blodgett Spencer
	Judith Dube Shrewsbury	Agnes Daniello Millville
	Joan Garceau Millville	Debbie DiCecca Millville
	Gretchen Pelletier Webster	Betty Worthley Leominster
City of Worcester	Laura Chase Worcester	
	Patricia Inangelo Worcester	
	Carol Gibney Worcester	

A SERVICE PROGRAM DEVELOPED BY THE
CENTRAL MASSACHUSETTS
CITIZENS INVOLVED IN EDUCATION

INFORMATION on CITIZEN RESOURCE CENTER
Worcester, Massachusetts

If it's specifics that you're interested in, we have information on the following:

- Exemplary educational programs in the region.
- Evaluating a school.
- Exemplary citizen involvement
- Educational governance and organization
- How to get involved.
- Education laws, regulations, rights
- Student rights and responsibilities
- Parent rights and responsibilities
- Career Education
- Open Education
- Alternative Education
- Educational Finance
- Communicating to the school system.
- Curriculum development, evaluation
- Community organizing concepts.
- Community organizing concepts.
- Data on regional systems; costs, ratios, programs.
- Legislative information and contacts
- School building procedures etc.

CRC

Citizen Resource Center

Beaman Street, Route 140
West Boylston, Massachusetts
(617) 835-6056

WHO ARE WE?

The CRC is a private, non-profit, tax exempt program organized to help all interested citizen organizations and concerned individuals learn about and participate effectively in public school education and educational renewal. Designed to stimulate and support citizen involvement in education, the Citizen Resource Center serves groups and individuals in Central Massachusetts, a region comprising Worcester County and several outlying towns.

The CRC has been established as an adjunct to the Central Massachusetts Regional Center of the State Department of Education. Developed by local school people and citizen group representatives, the CRC is a direct offshoot of a program undertaken by the State Board of Education in full collaboration with the Advisory Council on Education, the Secretary for Educational Affiars, and other state agencies to stimulate and facilitate further progress toward educational renewal in Massachusetts.

WHAT DO WE DO?

The CRC is designed as a resource for all citizen groups and individuals interested in educational involvement...parents, students, school committee members, administrators, faculty, community groups, advisory councils, legislators and taxpayers. Three basic services are available: information, training and extension units.

What's happening in other school systems in the state? How do successful schools establish educational goals and priorities, and what methods do they have of evaluating their progress? How can parents participate in a meaningful way? Where can you find literature and films on open education? Through a comprehensive library and reading room, up-to-date displays, research referrals, counselling services and newsletters and other mailings. CRC provides information on most aspects of public education and citizen participation.

WHY SHOULD YOU CARE?

In the last decade, many outstanding educators and critics of the educational scene have commented on the need for broad participation of the public in the educational process. Too few citizens have been involved in helping our educational system give children an enjoyable and rewarding learning experience or prepare them to cope with the problems of today's society. The CRC has been created to help all interested citizens work together for constructive change. The program emphasizes the importance of progress and innovation in three general areas: the results approach to education; organization development; and consumer pressure and partnership. It is in the latter effort that the CRC can be vital in helping citizens perceive the need for change, as well as understand their role in the renewal process and determine what results to expect from involvement.

ORGANIZATIONS INVOLVED WITH TITLE I

Action for Boston Community Development, 150 Tremont St., Boston, MA. 02111

Action for Children's Television, Inc., 46 Austin St., Newtonville, MA. 02160

American Assn. of School Administrators (NEA), 1801 North Moore St.,
Arlington, Virginia 22209

American Educ. Research Association, 1126 16th St., Washington, D.C. 20006

American Federation of Teachers, 1012 14th St., N. W. Washington, D.C. 20006

American Friends Service Committee, 51 Fairlie St., N.W.; Atlanta, GA 30303

American Home Economics Assn., 2010 Massachusetts Ave., N.W.;
Washington, D. C. 20036

American Montessori Society, 150 Fifth Ave., New York, N.Y. 10010

American Orthopsychiatric Assn., 1775 Broadway, New York, N.Y. 10019

Association For Childhood Educational International, 3615 Wisconsin
Ave., N.W.; Washington, D. C. 20016

Association for Supervision and Curriculum Development (NEA),
1201 16th St., N.W., Washington, D. C. 20006

Boston Association for the Education of Young Children, 23 Pinecroft Rd.,
Weston, MA. 02193

Brookline Early Education Project, Public Schools of Brookline,
28 Kent St., Brookline, MA. 02146

Central Massachusetts Citizens Involved In Education, 271 W. Boylston,
W. Boylston, MA. 01583

Child Welfare League of America, Irving Place, New York, N.Y. 10010

Children's Defense Fund of the Washington Research Project, Inc.,
1520 New Hampshire Ave., N.W., Washington, D.C. 20036

City Wide Education Coalition, 52 Chauncy St., Boston, MA. 02116

Community Resource Program, Monument Mountain Regional High School,
Stockbridge Rd., Great Barrington, MA. 02130

Council For Basic Education, 725 15th St., N.W., Washington, D.C. 20005

Council For Exceptional Children, 1920 Association Drive, Reston, VA. 22091

Dynamy Program, 57 Cedar St., Worcester, MA. 01610

Education for Parenthood, Room 2013, U. S. Office of Education,
400 Maryland Ave., S.W., Washington, D. C. 20202

The Federal Education Project, Lawyers' Committee for Civil Rights,
733 15th St., N.W., Suite 500, Washington, D. C. 20005

Gloucester Community Development Corporation, P.O. Box 15, Gloucester,
MA. 01930

Habitat, Box 136, Belmont, MA. 02178

Harvard Center for Law and Education, 38 Kirkland St., Cambridge,
MA. 02138

The Home and School Institute, Trinity College M.A.T. Program,
Washington, D. C. 20017

Institute for Community Services, Worcester State College, 18 Chicopee
St., Worcester, MA. 01602

Institute for Development of Home-School Programs, Merrimack Education
Center, 101 Mill Rd., Chelmsford, MA. 01824

Institute for Responsive Education, 704 Commonwealth Ave., Boston 02215

Charles F. Kettering Foundation, 5335 Far Hills Avenue, Dayton, Ohio 45429

League of Women Voters, 120 Boylston St., Boston 02116

Massachusetts Advocacy Center, 2 Park Sq., 7th Floor, Boston 02116

Massachusetts Business Task Force for School Management, Inc.,
Berkshire, Hathaway Co., 197 Cove St., New Bedford, MA. 02744

Massachusetts 4-H Center, 466 Chestnut St., Ashland, MA. 01721

Massachusetts Parent-Teacher-Student Association, Inc.,
11 Muzzey St., Lexington, MA. 02173

Merrimack Education Center, 101 Mill Rd., Chelmsford, MA. 01824

The NAACP Legal Defense and Educational Fund, 10 Columbus Circle,
New York, N. Y. 10019

National Advisory Council forthe Education of Disadvantaged Children,
425 13th St., N. W., Suite 1012, Washington, D. C. 20004
Tel: (202) 724-0114.

National Assn. for the Education of Young Children, 1834 Connecticut
Ave., N. W., Washington, D. C. 20009

National Assn. of Elementary Schools Principals (NEA), 1801 North
Moore St., Arlington, Virginia 22209

National Assn. of Independent Schools, Inc., 4 Liberty Square,
Boston, MA. 02109

National Committee for Citizens in Education, Suite 410, Wilde
Lake Village Green, Columbia, Maryland 21044

National Catholic Education Assn., One Dupont Circle, Suite 350,
Washington, D. C. 20036

The National Center for Voluntary Action, 1735 K St., N.W.,
Washington, D. C. 20009

The National Coalition of ESEA Title I Parents, 1010 Vermont Ave., N.W.,
Suite 718, Washington, D. C. 20005 Tel: (202) 638-5466

National Congress of Parents and Teachers, 700 N. Push St.,
Chicago, Ill. 60611

National Education Assn., 1201 16th St., N.W., Washington, D. C. 20006

National Special Education Information Center, Box 1492, Washington,
D. C. 20013

The National Urban League, 55 East 62nd St., New York, N.Y. 10022

Nesdec (New England School Development Council), 85 Speen St.,
Framingham, MA. 01701

New England Telephone, 99 High St., Boston, MA. 02110

Project Follow Through, Office of Education, 400 Maryland Ave., S.W.,
Washington, D. C. 20202

Project Head Start, Administration for Children and Family Services (HEW),
6th and D St., S.W., Washington, D.C. 20202

Project Home Start, Box 1182, Washington, D. C. 20013

Research Institute for Educational Problems, 29 Ware St.,
Cambridge, MA. 02138

School-Community Collaboration Seminar, Citizen Resource Center,
271 W. Boylston St., W. Boylston, MA. 01583

Teaching Resources Corporation, 100 Boylston St., Boston, MA. 02116

Women's Opportunity Research Center, Middlesex Community College,
Division of Continuing Education Community Service, Springs Rd.,
Bedford, MA. 01730

VII. SELF-QUESTIONNAIRE ON PARENTS AND TITLE I

As a result of using this information package and the regulations provided in the Appendix, check your understanding of the role of parent advisory councils under the Title I legislation.

SELF-QUESTIONNAIRE ON PARENTS & TITLE I

From a Training Manual for Parent Adivosry Councils, State of Washington

1. In your district, How are PAC members chosen?

   List the ways that PAC members may be chosen which are in compliance with Federal rules and regulations.

2. Who are eligible members of the PAC according to Federal and State Guidelines?

3. List at least five (5) responsibilities of all local PACs according to Federal/State regulations and guidelines.

   Of these, which responsibilities is your local PAC now actively involved in meeting?

4. List five (5) ways that PACs may involve themselves in Title I program planning.

5. List the steps that a PAC should go through in approving a Title I project proposal.

6. Who is Director of Title I in your district?

7. Approximately how many children are participating in your district's Title I project?

8. If applicable, list your district's Title I "Target" buildings.

9. List the service components (for example, a primary-grade remedial reading tutorial program) of your district's Title I project.

10. How are children in your district selected to participate in the Title I project?

11. Describe in your own words and by using examples the difference between "supplementing" and "supplanting."

    Why is this an important distinction for Title I?

APPENDIX

Federal Register, Vol. 41, No. 189,
pp. 42903-42907, Tuesday, September 28, 1976.
Part 116 - Financial Assistance to Local
Educational Agencies and State Agencies to
Meet the Special Educational Needs of
Educationally Deprived, Handicapped,
Migrant, and Neglected and Delinquent
Children - General Provisions.

PART 116—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES AND STATE AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED, HANDICAPPED, MIGRANT, AND NEGLECTED AND DELINQUENT CHILDREN—GENERAL PROVISIONS

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AUTHORITY: Sec. 2, Pub. L. 89-10, 79 Stat. 27, as amended, (20 U.S.C. 241a-241m, 242, 244), unless otherwise noted.

Subpart A—Scope

§ 116.1 Applicability.

(a) *Other Title I regulations.* The regulations in this part are applicable to all programs conducted under Title I of the Elementary and Secondary Education Act of 1965, for which regulations are contained in Parts 116a, 116b, 116c, and 116d of this chapter.

(b) *General provisions regulations for Office of Education programs.* Assistance provided under this part is subject to applicable provisions contained in Parts 100, 100b, and 100c (and relevant appendices) of subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters).

(c) The text of the Title I statute is contained in full in the Appendix to this part.

(20 U.S.C. 241a)

§ 116.2 Definitions.

(a) As used in this part and in Parts 116a, 116b, 116c, and 116d (except as otherwise indicated in those parts)—

"Act" means the Elementary and Secondary Education Act of 1965 (Pub. L. 89-10) as amended. Title II of Pub. L. 874, 81st Congress, which was added by Title I of said Elementary and Secondary Education Act of 1965, is hereinafter in this part referred to as Title I.

(20 U.S.C. 241a)

"Applicant agency" means a local educational agency that applies for a grant under Part 116a, a State agency that applies for a grant under Part 116b, or Part

116c, and a State educational agency that applies for a grant under Part 116d.

(20 U.S.C. 244(6)(B))

"Child or children" except where otherwise specified means a person or persons not above 21 years of age who, under State law, are entitled to free public education which is provided as elementary and secondary education, not above grade 12. The term also includes a person or persons who are of preschool age.

(20 U.S.C. 241c-2, 241e(a)(1).)

(b) As used in this part, and in Parts 116a, 116b, 116c, and 116d (except as otherwise indicated in those parts) the following terms have the meaning given to them in section 403 of Pub. L. 81-874 (20 U.S.C. 244) which is set forth in the appendix to this part:

Average daily attendance
Average per pupil expenditure
Commissioner
Construction
County
Current expenditures
Elementary school
Equipment
Excess costs
Federal property
Free public education
Local educational agency
Parent
School facilities
Secondary school
State
State educational agency

(20 U.S.C. 241a, 244.)

Subpart B—Duties and Functions of State Educational Agencies

§ 116.3 Participation of States.

(a) *Required submissions*. Any State desiring to participate under Title I shall submit through its State educational agency to the Commissioner a general application and an annual program plan as set forth in section 434(b)(1)(A) and 434(b)(1)(B) of the General Education Provisions Act and the regulations in Part 100b of this chapter. However, with respect to the program described in Part 116d relating to migratory children of migratory agricultural workers or fishermen, subparagraph (1) does not apply. The annual program plan shall include:
(1) The assurances required by Section 142(a) (1) and (3) of Title I;

(2) An assurance that the State educational agency will comply with Title I and the regulations in this part and the applicable provisions of Parts 116a, 116b, 116c, and 116d of this chapter;

(3) A statement describing the purposes for which Federal funds will be expended under Title I during the fiscal year for which the annual program plan is submitted; and

(4) A certificate by the appropriate State legal officer to the effect that the agency submitting the plan has the authority under State law to perform the duties and functions of a State educational agency under Title I and the applicable regulations, including those arising from the assurances given.

(b) *Approval by the Commissioner*—(1) *Determinations of the Commissioner*. The Commissioner will approve each annual program plan to participate in the grant program under Title I, submitted by a State through its State educational agency, if the Commissioner determines that the plan meets the requirements of the applicable provisions of Title I and the regulations in this part and Parts 116a, 116b, 116c, and 116d. The Commissioner will not finally disapprove (in whole or in part) such State program plan with regard to Title I except after reasonable notice and opportunity for a hearing.

(20 U.S.C. 241f(b), 1232c.)

§ 116.4 State administration and technical assistance.

(a) *General*. The State educational agency for a State for which the Commissioner has approved a plan, as specified in § 116.3(b), shall be responsible for the proper and efficient performance of the duties of such agency under Title I including compliance with its assurances to the Commissioner and the provision of technical assistance to local and State agencies with respect to the measurements and evaluations such agencies are required to submit pursuant to such Title.

(b) *Amount available for administration*. Each State educational agency is entitled to receive for each fiscal year an amount equal to the amount expended by it for performance of its duties under this section but not to exceed the amounts set forth in section 143(b) of Title I.

(20 U.S.C. 241g, 1232c)

§ 116.5 Approval by State educational agency of applications from applicant agencies.

(a) *Review by State educational agency*. The State educational agency shall review all applications by applicant agencies except for an applicant agency under Part 116d. The State educational agency shall not approve an application (1) for an amount which together with amounts of other approved applications by that agency, exceeds the amount available for grants to that agency determined in accordance with Title I or (2) unless it has determined that the application meets all of the applicable requirements of Title I and the regulations.

(b) *Effective date of approved application*. Projects approved pursuant to paragraph (a) of this section shall be considered to be in effect as of the date on which the application was submitted in substantially approvable form. In no event shall such date be earlier than the first day on which the funds being applied for become available for obligation, or the effective date of the State educational agency's annual program plan.

(c) *Notice and opportunity for hearing*. The State educational agency shall not finally disapprove any application in whole or in part without first affording the applicant agency reasonable notice and opportunity for a hearing with respect to such action in accordance with the requirements of section 425 of the General Education Provisions Act. Such notice shall include the reasons for the proposed disapproval. A hearing shall be held by the State agency 30 days after it receives a request from the applicant agency. If the State educational agency decides not to rescind its final action, it shall give notice of the decision to the applicant agency in writing, stating its reasons and indicating the right to appeal to the Commissioner within twenty days of the receipt of the notice.

(d) *Appeal*. An applicant agency aggrieved by the final action of a State educational agency shall be given the opportunity for an appeal to the Commissioner as set forth in section 425 of the General Education Provisions Act.

(e) *Availability to the public*. Each application of a local educational agency or a State agency for a grant under Title I; the related documents referred to in Parts 116a, 116b, 116c, and 116d; and the evaluation and other reports referred to in such parts, shall be made available to the public by the State educational agency in the manner prescribed by § 116.35.

(20 U.S.C. 241e(c), 241f, 1231b-2, 1231d)

§ 116.6 Review and complaint procedures.

The State educational agency shall establish procedures for investigating complaints alleging violations of Title I or the regulations for that Title including:

(a) Procedures to carry out section 425 (a) and (c) of the General Education Provisions Act and § 116.5(c); and

(b) Procedures for resolving the complaints of parents and other individuals and organizations, including:

(1) Specific time limits for investigation and resolution of complaints, not normally to exceed 60 days;

(2) An opportunity for the complainant to present evidence to the State educational agency; and

(3) Dissemination of information concerning procedures under this paragraph to interested parties, including parent advisory councils.

(20 U.S.C. 241f(a)(3), 1231b-2, 1231d)

§ 116.7 Reports by State educational agencies.

(a) *Annual evaluation reports*. Following the close of each fiscal year and no later than November 15 of the next fiscal year, the State educational agency shall submit to the Commissioner reports evaluating the effectiveness of programs and projects under Title I in meeting the special educational needs of participating children during the preceding school year and the following summer period. In addition to the State annual evaluation reports required by this paragraph, each State educational agency shall submit evaluation reports for two applicant agencies applying under Part 116a, including one for such an agency whose allocation for funds under Title I of the Act for the current fiscal year is among the five highest in the State.

(b) *Reports concerning complaints*. The State educational agency shall report to the Commission on the disposition of all complaints filed and reviewed pursuant to the procedures developed under § 116.6. Reports shall be made as follows:

(1) *Interim reports*. In any case, where the complaint has not been fully investigated and resolved by the expiration of a 60-day period, the State educational agency shall report at that time, the substance of the complaint to the Commissioner along with an explanation of its status;

(2) *Final reports*. In the case of a complaint which has been fully investigated, the State educational agency shall submit a report to the Commissioner which includes at least:

(i) The substance of any allegation and the name of the individual citizen, private organization or local educational agency making the allegation;

(ii) A summary of the results of the investigation and any hearings held concerning the allegation; and

(iii) A statement of the disposition of the complaint by the State educational agency, giving the reasons for such disposition.

(3) *Copies to be sent*. The State educational agency, upon sending its report to the Commissioner, shall send copies thereof to the appropriate applicant agency and the complainant.

(20 U.S.C. 241f(a)(3)(B), 1231(a), 1232c)

Subpart C—Payments

§ 116.17 Payment procedures.

The Commissioner will make all payments of Title I funds in accordance with the requirements of Title I, the regulations of this part and applicable provisions of Parts 116a, 116b, 116c, and 116d, the requirements of Section 435 of the General Education Provisions Act and the provisions set out in Subpart E of Part 100b of this chapter.

(20 U.S.C. 1232d)

§ 116.18 Title I funds not to be considered in determining State aid.

No payments by the Commissioner under Title I will be made to a State for any fiscal year in which the State has taken such payments into consideration in determining the eligibility of an applicant agency for State aid, or in determining the amount of that aid for the free public education of children in such a way as to penalize the applicant agency with respect to the availability of State funds.

(20 U.S.C. 241g(c)(1))

§ 116.19 Maintenance of effort.

(a) *General requirement*. No payments under Title I for any fiscal year may be made by the State educational agency to an applicant agency unless the State educational agency finds that the combined fiscal effort of that applicant agency and the State with respect to the provision of free public education by that applicant agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding fiscal year.

(b) *Measurement of combined fiscal effort*. For purposes of this section, combined fiscal effort by an applicant agency shall be measured by the amount of the current expenditures per pupil by the applicant agency other than expenditures from funds derived from Federal sources for which the applicant agency is required to account to the Federal Government directly or through the State educational agency; such as funds under Titles I, II, III and IV of the Act, Titles III and V of the National Defense Education Act of 1958, the Johnson-O'Malley Act, and the Economic Opportunity Act of 1964. A combined fiscal effort in the preceding fiscal year shall not be deemed to be a reduction from that in the second preceding fiscal year unless the per pupil expenditure in the preceding fiscal year is less than that in the second preceding fiscal year by more than 5 percent. Any such reduction in the combined fiscal effort by an applicant agency for any fiscal year by more than 5 percent will disqualify the applicant agency unless the agency is able to demonstrate to the satisfaction of the State educational agency that such a reduction was occasioned by an unusual event, such as the removal of a large segment of property from the tax rolls, that could not have been fully anticipated or reasonably compensated for by the applicant agency and a diminished fiscal effort on the part of that agency is not otherwise indicated.

(e) *An applicant agency which receives substantial Federal funds*. An applicant agency receiving at least 95 percent of its funds for education from Federal sources will not be required to meet the provisions of this section.

(20 U.S.C. 241g(c)(2))

§ 116.20 Withholding by the Commissioner.

(a) *Nonconformity*. Whenever the Commisioner, after reasonable notice and opportunity for a hearing to any State educational agency, finds that there has been a failure to comply substantially with any assurance set forth in regard to Title I of the Act in the annual program plan of that State, he will notify the agency that further payments will not be made to the State under Title I of the Act (or, in his discretion, that the State educational agency will not make further payments under Title I of the Act to specified applicant agencies affected by the failure) until he is satisfied that there is no longer any such failure to comply. Until the Commissioner is so satisfied, further payments under Title I of the Act will not be made to that State or payments by the State educational agency will be limited to payments to applicant agencies not affected by the failure, as the case may be.

(b) *Suspension*. The remedy of suspension pending termination as provided in section 434(c) of the General Education Provisions Act may be invoked in connection with a termination under this section.

(c) *Attempts to resolve differences*. Prior to initiating a hearing under this section, the Commissioner will attempt to resolve promptly any apparent differences with the State educational agency regarding the interpretation or application of the provisions of Title I of the Act and the pertinent regulations.

(20 U.S.C. 241(j), 1232c(c), (d))

Subpart D—Provisions Relating to Use of Funds for Particular Purposes

§ 116.30 Planning grants.

An applicant agency may apply for a grant in an amount not exceeding one percent of the maximum grant it is eligible to receive or $2,000, whichever is greater, for planning during the current fiscal year, provided that (a) such planning was, or will be, directly related to programs or projects to be carried out under Title I of the Act and has resulted, or is reasonably likely to result, in a program which will be carried out under that Title, and (b) such planning funds are necessary for that purpose because of the innovative nature of the program or project or because the local educational agency lacks the resources necessary for adequate planning for programs or projects to be carried out under Title I.

(20 U.S.C. 241(e)(a)(1) and (5).)

§ 116.31 Cooperative projects.

Two or more applicant agencies eligible for grants under Title I of the Act may apply for a grant for a single project (including a planning project) to be carried out jointly in accordance with arrangements between or among such educational agencies.

(20 U.S.C. 241e(a)(1))

§ 116.32 Construction and equipment.

(a) *General*. An application for a project grant under Title I may include the acquisition of equipment or the construction or remodeling of school facilities only if it is demonstrated as being essential to the success of a program or project under Title I. Each application shall describe the need for such equipment or construction, in addition to other equipment or facilities previously acquired or constructed by the applicant with funds under Title I and for which the applicant is accountable, in connection with the proposed project. The applicant shall further describe how all such equipment or facilities will be used. If the construction of school facilities is so demonstrated as being essential for a program or project, the application must nevertheless comply with other requirements of Title I and the regulations in this chapter, such as the requirements in Subpart K, Part 100b of this chapter in regard to labor standards and overall State construction planning and, in relation to the overall program, the limitations in § 116a.23(f) in regard to participation by children enrolled in private schools.

(b) *Prohibition against maintaining isolation*. The State educational agency shall not approve a project involving construction of school facilities if it finds that such construction would tend to maintain the racial, cultural, or linguistic isolation of children.

(20 U.S.C. 241e(a) (1) and (4), 1232b)

§ 116.33 Reimbursement for expenses incurred by parent council members and volunteers.

Members of parent councils and volunteers not receiving regular compensation under Title I may be reimbursed from Title I funds for personal expenses directly attributable to the performance of their duties and functions as set forth in approved applications.

(20 U.S.C. 241e(a)(14), 1231d)

§ 116.34 Education aides.

An application for a project which involves the use of education aides shall include evidence that the applicant agency has provided, or will provide, a coordinated program of training in which the aides participate together with the professional staff whom they will assist.

(20 U.S.C. 241e(a)(12))

§ 116.35 Staffing for programs and projects.

Payment of Title I funds may be authorized for the employment of the personnel required to provide specific services set forth in approved Title I applications. Such applications shall state the number and types of personnel to be employed.

(20 U.S.C. 241e(a)(1))

§ 116.36 Training.

Payment of Title I funds may be authorized for pre-service and in-service training of persons identified in this section.

(a) *Scope of training.* Such training must be directly related to: (1) The services which such persons will perform during the same project year in connection with an approved program or project under Title I; and

(2) Their needs for the development of competencies required if the program or project is to be effective in meeting the special educational needs of the identified children to be served in the program or project. Such training must be coordinated with any other training being provided in connection with the program or project.

(b) *Eligible persons.* Such training may be provided for:

(1) Title I staff members, Parent Council members, and volunteers who are engaged to perform specific services related to approved programs or projects;

(2) Non-Title I staff specialists who will be dealing solely with children to be served by the Title I projects, and regular classroom teachers of such children; and

(3) The principal of a school for which a Title I program or project has been approved.

(20 U.S.C. 241e(a) (1), (12), and (14), 1231d; House Report No. 93-805, p. 17 (1974), Sen. Report No. 93-1026, p. 144 (1974).)

§§ 116.37–116.39 [Reserved]

Subpart E—Requirements for Applicant Agencies

§ 116.40 Title I funds supplementary to State and local funds.

(a) *General.* (1) Each application by an applicant agency for a grant under Title I shall contain an assurance that the use of the grant funds will not result in a decrease in the use (for educationally deprived children) of State or local funds which, in the absence of funds under Title I, would be made available for the education of such children, and that such children will not otherwise be penalized in the application of State and local funds because of such a use of funds under Title I.

(2) No project under Title I shall be approved unless Federal funds made available for that project (i) will be used to supplement, and to the extent practical, increase the level of State and local funds that would, in the absence of such Federal funds, be made available for the education of pupils participating in that project; (ii) will not be used to supplant State and local funds available for the education of such pupils; and (iii) will be used solely to pay the excess costs of programs and projects assisted under Title I.

(b) *Services which applicant is required to provide.* Title I funds shall not be used to provide services which the applicant agency is required to provide by State law or pursuant to a formal determination under Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972 (Pub. L. 92–318), or section 504 of the Vocational Rehabilitation Act of 1973, as amended, or pursuant to a final order of a court.

(20 U.S.C. 241e(a) (1) and (3); Lau v. Nichols 414 U.S. 563 (1974))

§ 116.41 Relation of Title I projects to other programs.

(a) *Coordination in development of application.* Each application by an applicant agency for a grant under Title I shall demonstrate that, in the development of such application, the applicant has taken into consideration benefits which are or may be available through other public and private agencies, and which would contribute toward meeting the special educational needs of educationally deprived children. Such application shall also demonstrate that the applicant has considered suggestions and offers of assistance which have been timely made by such agencies and which may aid in carrying out or making more effective the program or project for which application is made. Applicants shall, upon request, make their applications available to interested public and private agencies far enough in advance of final formulation to enable such agencies to make meaningful suggestions and offers.

(b) *Simultaneous use of funds.* The simultaneous use of funds under Title I and funds under other Federal programs to support discrete portions of a particular project is permissible if (1) the requirements of each program, considered separately, are satisfied with respect to the portion of the project which is being financed from such program; (2) there is no commingling of funds derived from one appropriation with funds derived from another appropriation; and (3) there is no transfer of funds derived from an appropriation to the use of an activity not authorized by the law authorizing such appropriation.

(c) *Use of State and local funds.* A program or project set forth in a project application that meets all the requirements of Title I shall be funded from State and local funds to the extent that such funds are specifically designated and available at the time of application for particular services included in the project. Under the conditions set forth in this section, Title I funds may be used to provide those services not provided by funds from other sources.

(20 U.S.C. 241e(a) (1) and (3), and 1232c (b)(1))

§ 116.42 Administrative control of Title I property.

(a) *Control and title in public agency.* Control over the use of funds provided under Title I, and title to and administrative control over property acquired with these funds, shall be in a public agency, which will exercise such control consistent with §§ 100b.215 and 100b.216 of the general provisions regulations (45 CFR 100b.215, 100b.216). These funds and property shall be used for the purposes provided in Title I but such use shall not inure to the benefit of any private school. The incidental use of such property for other purposes is permitted only for related educational purposes on public premises and only so long as such use does not interfere with the carrying out of a Title I project.

(b) *Equipment.* Equipment acquired with Title I funds may in certain cases be placed on private school premises. Title to and administrative control over such equipment must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall keep records of, and account for, the equipment and shall also assure itself that the equipment is being used solely for the purposes of the project, and remove the equipment from the private school premises when necessary to avoid its being used for other purposes or when it is no longer needed for the purposes of the project.

(c) *Assurance.* An application for a grant under Title I must contain satisfactory assurance that Title I funds and property derived therefrom, will at all times be under the control of, and be administered by, a public agency in accordance with the provisions of Title I and the regulations in this part.

(20 U.S.C. 241e(a)(3)(A) and 1232c(a))

§ 116.43 Measurement of educational achievement and evaluation of programs.

(a) *Annual evaluation procedures.* Each application by an applicant agency for a grant under Title I shall describe the procedures and techniques to be used in making at least annually an evaluation of the effectiveness of the program in meeting the special educational needs of participating children including appropriate performance criteria and the instruments and methods to be used to measure objectively changes in the educational achievement of such children.

(b) *Standards*. The measurement of educational achievement of participating children shall be carried out with regard to objective standards or norms. The type of measurement used shall give particular regard to the requirement under § 116.7 of Subpart B that the State educational agency report to the Commissioner on the effectiveness of the programs in that State in improving the educational achievement of participating children.

(c) *Children in private schools*. The evaluation of programs and projects shall, consistent with the nature and extent of participation of children enrolled in private schools, be extended to such participation.

(20 U.S.C. 241c-1, c-2, c-3, 241e(a) (2) and (6), 241e-1)

§ 116.44 Dissemination and utilization of results of educational research and demonstrations.

Each application by an applicant for a grant under Title I shall describe the methods to be used by the applicant for reviewing, selecting, and disseminating to teachers and educational administrators significant information on the latest developments and most recent experiments in education so that such information will be available for use in program planning and operation. These methods may include, among other things, inservice education, professional workshops and seminars, consultations and visitations, and reports on the organization, operation and outcome of projects under Title I.

(20 U.S.C. 241c-1, c-2, c-3, 241e(a) (10))

§ 116.45 Public information.

Each application by an applicant agency for a grant under Title I shall include specific plans for disseminating information concerning the provisions of Title I, and the applicant's past and present Title I programs—including evaluations of such programs—to parents and to the general public. The applicant agency shall make available to them, upon request, those applications, evaluations of the applicant's past Title I projects, all reports required by § 116.46 to be submitted to the State educational agency, comparability reports and such other documents as may be reasonably necessary to meet the needs of such parents or other members of the public for information related to the comprehensive planning, implementation, and evaluation of the Title I program, but not including information relating to the performance of identified children and teachers. Such information and documentation shall be available until the expiration of five years after the completion of a Title I project, or until any impending audit by the Department of Health, Education, and Welfare or the General Accounting Office (consistent with Section 434(a) of the General Education Provisions Act) has been completed and the questions arising out of it have been resolved. Such plans shall include provision for the reproduction, upon request, of such documents free of charge or at reasonable costs (not to exceed the additional costs incurred which are not covered by Title I funds) or provisions whereby persons requesting such copies will be given adequate opportunity to arrange for the reproduction of such documents.

(20 U.S.C. 241e(a) (8), and (14) (D), 1231d)

§ 116.46 Reports by applicant agencies.

Each application by an applicant agency under Title I shall provide assurance that the applicant agency will render to the State educational agency an annual report and such other reports, in such form, and containing such information, including the results of objective measurements of educational achievement and program effectiveness required by § 116.43 and of research and replication studies, as may be reasonably necessary to enable the State educational agency to perform its duties under Title I. In the case of reports relating to performance the information supplied shall have been developed in accordance with specific performance criteria related to program objectives.

(20 U.S.C. 241c-1, 241c-2, 241c-3, 241e(a) (6) and (7), 241f(a) (3))

§ 116.47 Individualized educational plans.

In considering applications under Title I, a State educational agency shall encourage where feasible applicant agencies submitting such applications to provide for the development for each child participating in an approved program or project under such Title I, an individualized written educational plan (maintained and periodically evaluated), agreed upon jointly by the applicant agency, a parent or guardian of the child, and when appropriate, the child. Funds under Title I of the Act may be used for the purpose of developing, maintaining and evaluating such plans.

(20 U.S.C. 241e(b))

§ 116.48 Operational responsibilities.

The approval of an application under Title I does not relieve an applicant agency of the responsibility to carry out its project or projects in accordance with the approved application, Title I, and the applicable regulations.

(20 U.S.C. 241e, 241j, 1232e(c))

TITLE I—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

Elementary and Secondary Education Act of 1965, as amended, including changes made by Pub. L. 93-380, approved August 21, 1974.

DECLARATION OF POLICY

SECTION 101. In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following parts of this title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.

DURATION OF ASSISTANCE

SEC. 102. During the period beginning July 1, 1973, and ending June 30, 1978, the Commissioner shall, in accordance with the provisions of this title, make payments to State educational agencies for grants made on the basis of entitlements created under this title.

Federal Register, Vol. 41, No. 189,
pp. 42914-42923, Tuesday, September 28, 1976.
Part 116a - Financial Assistance to Local
Educational Agencies to Meet the Special
Educational Needs of Educationally
Deprived and Neglected and Delinquent Children.

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PART 116a—FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED AND NEGLECTED AND DELINQUENT CHILDREN

Subpart A—General

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116a.26 Comparability of services.

AUTHORITY: Section 2, Pub. L. 89-10, 79 Stat. 27, as amended, (20 U.S.C. 241a-241m, 242, 244), unless otherwise noted.

Subpart A—General

§ 116a.1 Applicability.

(a) The regulations in this part and the general regulations in Part 116 of this chapter govern programs and projects for which funds are provided to local educational agencies under Title I of the Elementary and Secondary Education Act to meet the special educational needs of educationally deprived children in school attendance areas with high concentrations of children from low-income families and for children in local institutions for neglected or delinquent children.

(b) Assistance provided under this part is subject to applicable provisions contained in the General Provisions for Education program regulations subchapter A of this chapter (relating to fiscal, administrative, property management and other matters) including Parts 100, 100b (and related appendices) and 100c.

(c) The text of the Title I statute is contained in full in the Appendix to Part 116 of this chapter.

(20 U.S.C. 241a)

§ 116a.2 Definitions.

As used in this part—

"Attendance area" means, in relation to a particular public school, the geographical area in which the children who are normally served by that school reside.

(20 U.S.C. 241e(a)(1))

"Educationally deprived children" means (1) children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age, and (2) children who are handicapped.

(20 U.S.C. 241e(a)(1)(A))

"Institution for delinquent children" means a public or private residential facility which is operated primarily for the care of children who have been adjudicated to be delinquent or in need of supervision. The term also includes an adult correctional institution in which children reside.

(20 U.S.C. 241c(c)(2) (B), (C))

"Institution for neglected children" means a public or private residential facility (other than a foster home) which is operated primarily for the care of at least ten children who have been committed to the institution, or voluntarily placed in the institution pursuant to applicable State law, because of the abandonment of or neglect by, or death of, parents or persons acting in the place of parents.

(20 U.S.C. 241c(c)(2) (B), (C))

"Project area" means an attendance area, or combination of attendance areas, having a high concentration of children from low-income families which, without regard to the locality of the project itself, is designated as an area from which children are to be selected to participate in a project.

(20 U.S.C. 241e(a)(1))

Subpart B—Eligibility for and Amount of Grants

§ 116a.3 Eligibility of local educational agencies.

(a) A local educational agency in a State (other than Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands) is eligible for a grant under Title I for a fiscal year if the Commissioner determines, on the basis of satisfactory data available to him, that the number of children counted under section 103(c) of Title I for the school district of such agency for such year amounts to at least 10.

(b) If the Commissioner does not have available satisfactory data on a school district basis, a local educational agency is eligible for such a grant if the school district served by such agency is located in whole or in part in a county in which the Commissioner determines that there are 10 or more of such children.

(20 U.S.C. 241(c)(b))

§ 116a.4 Determination of grant which a local educational agency in a State is eligible to receive.

The grant which a local educational agency in a State (other than Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands) is eligible to receive under Subpart 1 of Part A of Title I for a fiscal year will be determined by the Commissioner in accordance with the provisions of sections 103(a)(2)-(4) and 103(c) of Title I, subject to the provisions of section 144 of such Title.

(20 U.S.C. 241c(a) (2), (3), (4), 241c(c))

§ 116a.5 Allocation of county aggregate grants by State educational agencies.

(a) *General.* Pursuant to Section 103 of Title I, the Commissioner is authorized to determine the grant which a local educational agency is eligible to receive, if satisfactory data are available from the Department of Commerce for such agencies. However, if such data are not available, these determinations are made for counties, and the State educational agencies allocate the county amounts among the local educational agencies in the counties. This section prescribes criteria for the allocation by a State educational agency of the aggregate amount determined for a county (under section 103(a)(2) of Title I) among the local educational agencies whose school districts are located in whole or in part in such county. Such aggregate amount is hereinafter referred to as the county aggregate grant.

(b) *Children in institutions.* To the extent that a county aggregate grant is based on the number of children aged 5 to 17, inclusive, living in institutions for neglected or delinquent children, the county aggregate grant shall be allocated on the basis of the location of such institutions in the various school districts of the local educational agencies concerned. For the purpose of this part, the number of such children shall be the number in the October caseload who have resided in the institution for at least 30 days. If a State educational agency determines that a local educational agency is unable or unwilling to provide for the special educational needs of such children, that portion of the grant of that local educational agency which is based on such children shall be assigned to the State educational agency if it assumes that responsibility. If the State educational agency does not assume that responsibility, it shall designate another State or local public agency that is able and willing to assume that responsibility. If no such public agency is found by the State educational agency, the amount attributable to such children shall be deducted from the local educational agency's allocation and shall not be available for reallocation.

(c) *Allocation of remainder of county grant.* Subject to applicable provisions of law (including the provisions of section 144 of Title I), the remainder of the county aggregate grant shall be allocated by the State educational agency among the several local educational agencies whose school districts lie (in whole or in part) within the county on the basis of the current distribution in the county of children aged 5 to 17, inclusive, from low-income families (using a poverty level selected by the State educational agency consistent with the purposes of Title I) as determined on the basis of the available data which such State educational agency deems best to reflect the current distribution in the county of children aged 5 to 17, inclusive, from low-income families. The following are considered acceptable types of data: (1) 1970 census data on the number of children from low-income families, and (2) data on children in families receiving payments under the program of aid to families with dependent children under a State plan approved under Title IV of the Social Security Act and foster children. Other types of data must be approved by the Commissioner before use by the State educational agency.

(20 U.S.C. 241c(a) (2), (3)(A))

§ 116a.6 Local educational agencies in more than one county.

The allocation made pursuant to § 116.5 to a local educational agency located in more than one county shall be made separately for each county in which a part of the school district served by that local educational agency is located. The grant for such a local educational agency shall be the sum of its allocations from the aggregate grants of the counties in which it is located.

(20 U.S.C. 241c(a)(2))

§ 116a.7 Local educational agencies with overlapping jurisdictions or serving children from another school district.

In any case in which two or more local educational agencies have responsibility for different groups of children in a school district, or serve school districts which overlap, or in any case in which a local educational agency provides free public education for a substantial number of children residing in the school district of another local educational agency, the State educational agency may allocate the amount of the grants for those agencies among them in such manner as it determines will best carry out the purposes for which the grants under Title I are made available.

(20 U.S.C. 241c(a)(3)(B))

§ 116a.8 Changes in local educational agencies.

(a) *Merger or consolidation.* In any case in which there is a merger or consolidation of local educational agencies during the school year, the grant which each such agency was eligible to receive shall become available to the surviving or consolidated agency. The surviving or consolidated agency shall be responsible for projects which have not been completed and were previously approved for each of the agencies participating in the merger or consolidation.

(b) *Changes in service areas.* In any case in which the geographical area of a school district served by a local educational agency is diminished, or divided with another local educational agency, during the school year, the State educational agency shall redetermine the grants by using the same method used in making the original determination. However, nothing herein shall preclude the completion, where appropriate, of previously approved projects by the agency originally submitting the projects by itself or through a cooperative undertaking.

(20 U.S.C. 241c(a)(2))

§ 116a.9 Ratable reductions.

If the sums appropriated for any fiscal year are not sufficient to pay in full the amounts which all local educational agencies are eligible to receive under Title I for that year, the amounts available to local educational agencies shall be determined in accordance with section 144 of Title I.

(20 U.S.C. 241h)

§ 116a.10 Further assistance to certain local educational agencies.

Section 101(a)(10) of Pub. L. 93-380 provides for an authorization of appropriations for each fiscal year to be allocated at the discretion of the Commissioner to assist local educational agencies whose total allocation under part A of Title I is 90 per centum or less than such allocation under such part A during the preceding fiscal year. The Commissioner will distribute any funds appropriated under section 101(a)(10) among local educational agencies described in the preceding sentence in such a manner as to raise the allocations for each such agency to 90 percent of its preceding fiscal year's allocation or as close to that level as the appropriation will permit. Any funds in excess of the amount required for that purpose shall be allocated by the Commissioner to those local educational agencies which would have received more than 90 percent of their preceding year's allocation if the "85 percent hold harmless" provisions of section 144 of Title I were not in effect. The Commissioner will make such allocations on the basis of the most satisfactory data available to him as to the amount each such local educational agency would have received in the absence of the "hold harmless" provision.

(20 U.S.C. 241b-1, 241h; Pub. L. 93-380, sec. 101(a)(10))

§ 116a.11 Reallocation.

(a) *States.* (1) The State educational agency in the States of the Union, the District of Columbia, and Puerto Rico shall determine not earlier than March 31 of a fiscal year the amounts allocated for that year to local educational agencies in excess of the amounts required for approved programs and projects and shall certify such amounts to the Commissioner. Such amounts shall be made available, first by State educational agencies to other educational agencies in the particular State but not so as to make available to an agency more than the maximum grant to which that agency is entitled. (2) The amounts made available under this paragraph for distribution within a State shall be distributed among the local educational agencies which apply for additional funds and which have the greatest needs to redress inequities inherent in, or mitigating hardships caused by, the application of the provisions of section 103(a)(2) of Title I and §§ 116a.4 and 116a.5. The needs of the local educational agencies, and the amounts to which they shall be eligible, shall be determined on the basis of the extent to which the State educational agency determines the application of those provisions fail, as a result of population shifts, changing economic conditions, or other reasons, to reflect actual needs. (3) In the event excess amounts are still available after applying the foregoing provisions of this paragraph, those excess amounts will be distributed by the Commissioner among other States of the Union or the District of Columbia, or Puerto Rico in accordance with their needs as determined by the Commissioner for use by local educational agencies having the greatest need therefor. In no event, however, will the total amount made available to an agency exceed the maximum grant to which that agency is entitled. (4) "Maximum grant" for the purpose of this subsection means the grant which a local educational agency is eligible to receive before the operation of the provision for ratable reductions as set forth in Section 144 of Title I and § 116a.9.

(b) *Outlying areas; Department of Interior.* By March 31 of each fiscal year the Commissioner may require (1) State educational agencies in Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands to certify to him the amounts for which applications have been or will, during that fiscal year, be approved by such agencies, and (2) the Department of the Interior to report the amount needed by that Department for Title I projects. The excess of the amounts made available to any of such agencies or the Department of the Interior over the amounts which the Commissioner determines are needed by them will be redistributed among eligible agencies according to their respective needs for such amounts as redetermined by the Commissioner at that time.

(20 U.S.C. 241h)

§ 116a.12 Special incentive grants.

(a) *General.* Subject to the provisions of section 144 of Title I any State of the Union and the District of Columbia shall be entitled to receive a grant pursuant to Part B of Title I if it meets the requirements of that Part.

(b) *Applications.* (1) An incentive grant under this section will be made to a State upon application therefor by the State educational agency to the Commissioner submitted not more than 30 days after the date on which the Commissioner notifies the State educational agency of the State's eligibility for such grant and the amount thereof, or by the end of the applicable fiscal year, whichever occurs earlier. (2) Such an application shall include information concerning the policies and procedures to be used in selecting the local educational agencies which will receive incentive grant funds and the amounts of such assistance. Such information shall be presented in detail sufficient to assure the Commissioner that incentive grant funds will be made available to local educational agencies in the State with the greatest need for assistance under Title I and in amounts corresponding to their respective needs. Such policies and procedures shall take into account factors appropriate for those purposes, including the amounts available to local educational agencies under Part A of Title I; the number and percentage of children from low-income families in the several school districts; the number and percentage of such children not otherwise being served under Title I; any sudden influx in the number of such children; dropout rates; the incidence and severity of special educational needs as indicated by test scores or other measures; the availability of funds from other sources for programs for educationally deprived children; and the local fiscal effort.

(c) *Use of funds.* Incentive grant funds shall be made available to a limited number of local educational agencies for specific projects which the State educational agency deems to be innovative or which: (1) Show special promise of success through the modification or revision of existing Title I programs; (2) are of sufficient size, scope, and quality as required by § 116a.22; (3) include performance criteria to be used in connection with the evaluation of such projects; and (4) otherwise meet the requirements for projects under Part A of Title I.

(20 U.S.C. 241d, 241d-1, 241d-2, 241g(b)(1))

§ 116a.13 Grants to local educational agencies in the outlying areas and payments to the Secretary of the Interior.

(a) *Allotments.* An amount equal to one per centum of the amount allotted for grants to local educational agencies in States as defined in section 103(a)(4) of Title I shall be allotted (1) for grants to local educational agencies of Guam, American Samoa, the Virgin Islands and the Trust Territory of the Pacific Islands and (2) for payments to the Secretary of the Interior. Such additional amounts shall be allotted as will assure that the amount for each such outlying area and for payments to the Secretary of the Interior shall not be less than the corresponding amount for fiscal year 1973.

(b) *Out-of-State Indian children.* The Secretary of the Interior shall, from the amount allotted to him in accordance with paragraph (a) make payments to local educational agencies upon such terms as the Commissioner finds will best carry out the purposes of Title I, with respect to Indian children who do not reside in the State in which such agency is located but who are being educated in the elementary and secondary schools of such agencies under special contracts with the Department of Interior. The use of such funds for the special educational needs of such children shall be approved by the State educational agency of the State in which the local educational agency is located and the Department. The amount available to a local educational agency shall not exceed for each such child 40 per centum of (1) the average per pupil expenditure in the State in which the agency is located or (2) 120 per centum of such expenditure in the United States, whichever is greater.

(c) *Agreements.* The remainder of the payments to be made to the Secretary of the Interior not required for the purposes of paragraph (b) shall be made pursuant to an agreement between the Commissioner and the Secretary of the Interior, containing such assurances and terms as the Commissioner determines will best achieve the purpose of Title I. Such agreement shall contain assurances that payments made pursuant to this paragraph will be used solely for programs and projects approved by the Secretary of the Interior which meet the applicable requirements of Title I, this Part, and Part 116.

20 U.S.C. 241c(a)(1), 241c(d))

Subpart C—Program Requirements

§ 116a.19 Project applications.

(a) *General.* Grants under Title I to a local educational agency may be made only on the basis of applications therefor which are submitted to the State educational agency and approved by it in an amount not in excess of the allocation of the funds made available for that local educational agency pursuant to § 116a.5 of Subpart B.

(b) *Projects and project areas.* (1) An application for a grant under Title I by a local educational agency shall set forth one or more projects specifically designed to meet the special educational needs of educationally deprived children residing in a school attendance area (or areas) having high concentrations of children from low-income families. (2) If the local educational agency has children living in institutions for neglected or delinquent children, who have been counted pursuant to section 103(c)(1)(C) of Title I and § 116a.5(b), then such application shall also set forth a project (or projects) designed specifically to meet special educational needs of such children.

(c) *Location of services.* The project itself shall be carried out at locations where the needs of the children can best be served.

(d) *Prohibition against assignment of allocation.* Subject to the reallocation authority in § 116a.11 of Subpart B, no local educational agency may assign any part of its allocation to another agency. This does not, however, prevent a State educational agency from exercising its authority under § 116a.7 nor prevent two or more applicants in one or more States from conducting a joint program or project (including a planning project) through a combined use of funds made available to them.

(20 U.S.C. 241a, 241e(a)(1), 241g(a)(2))

§ 116a.20 Selection of Title I attendance areas.

(a) *Designation of project areas.* An application for a grant under Title I by a local educational agency (other than an application for a grant for planning) shall designate the project area or the institution for which each project set forth in the application is designed. The project area must be sufficiently restricted in size in relation to the nature of the project as to avoid jeopardizing the effectiveness of the project in meeting its aims and objectives.

(b) *Eligibility of attendance areas.* (1) Except as otherwise provided in paragraphs (g) and (h) and section 150 of Title I of the Act, a school attendance area for either a public elementary school or a public secondary school may be designated as a project area, or for inclusion in a project area, if it has, on a percentage or numerical basis, a high concentration of children from low-income families.

(2) An attendance area may be designated under paragraph (1) on a percentage basis if the percentage of children from low-income families in that attendance area is at least as high as the percentage of such children residing in the whole of the school district. In addition, upon specific request by the local educational agency, the State educational agency may approve the designation of attendance areas in which at least 30 percent of the children are from low-income families. For the purposes of the preceding sentence, such children includes only children who are determined to be eligible for free lunches, pursuant to the criteria established by the appropriate State educational agency pursuant to the National School Lunch Act (42 U.S.C. 1758b) and for which regulations are provided in 7 CFR 245.

(3) An attendance area may be designated under paragraph (1) on a numerical basis if the estimated number of children from low-income families residing in that attendance area is at least as large as the average number of such children residing in each of the several school attendance areas in the school district.

(4) If a combination of the numerical and percentage basis is used, the number of attendance areas actually designated under paragraph (1) may not exceed the number of such areas that could be so designated if only one such method had been used.

(5) Each of the provisions of this paragraph and of paragraphs (c), (d), (g), and (h) of this section may be applied separately to groups of schools (e.g., elementary, junior high school or middle school, and secondary) grouped in accordance with § 116a.26(i)(1) and (2).

(20 U.S.C. 241e(a)(1)(A))

(c) *Ranking of attendance areas.* (1) Except upon request to and approval by the State educational agency based on an assessment of particular educational needs in accordance with subparagraph (2) of this paragraph, a local educational agency shall not designate a school attendance area as a project area (or for inclusion in a project area) unless all attendance areas with a higher percentage or number of children of low-income families (depending on the method used to determine the eligibility of the school attendance area) have been so designated or have been designated to receive (through the use of funds from other sources) services of the same nature and scope as those that would otherwise be provided under Title I.

(2) A local educational agency is not required to designate an area on the basis of its rank. If such agency can demonstrate, to the satisfaction of the State educational agency, that the incidence and severity of educational deprivation in that area is substantially less than in other attendance areas proposed to be designated. In no event, however, shall the State educational agency approve such a request without first determining (in accordance with the procedures in § 116a.26) that the services provided with State and local funds in any area which has a higher percentage or number of children of low-income families but which is not designated for a project area are comparable to the services provided in other areas not designated.

(d) *Districts with no wide variance in the incidence of poverty.* If there is no wide variance in the concentrations of children from low-income families among the several school attendance areas in a school district, the whole of that school district may at the option of the local educational agency be regarded as a project area. Such a determination may be made only if the variation between the areas with the highest and lowest percentage of such children is not more than one-third of the average percentage of children from low-income families in the district as a whole.

(e) *Cooperative projects.* In the case of a project undertaken jointly by two or more local educational agencies, the project area with respect to each school district must be one that qualifies as a project area under this section. However, the whole of the project area must be considered in determining whether it is sufficiently restricted in size in relation to the nature of the project as to maintain the effectiveness of the project in meeting its aims and objectives.

(f) *Determining number of children from low-income families.* Except for the purposes of the second sentence of paragraph (b)(2) of this section, where data are not available to make an accurate determination of the number of children from low-income families, the number may be estimated on the basis of the number of children in families receiving Aid to Families with Dependent Children (AFDC), the number of children eligible to receive benefits under the National School Lunch Act, or any other reliable and uniform indicator of poverty, or a combination of such factors. However, whatever data are used must be applied uniformly throughout the applicant's school district.

(20 U.S.C. 241e(a)(1)(A))

(g) *School attendance areas qualifying in prior fiscal years.* A school attendance area which (1) does not meet the requirements of this section for a fiscal year but (2) did meet such requirements and received Title I services in either of the two fiscal years immediately preceding such fiscal year shall be deemed to meet such requirements for such fiscal year. A local educational agency shall not be required to apply the provisions of paragraph (c) of this section to a school attendance area described in the preceding sentence. Neither of such two preceding fiscal years shall be earlier than fiscal year 1975.

(20 U.S.C. 241e(a)(13); Senate Rept. No. 93-1026, p. 144 (1974))

(h) *Services to certain public schools in nonqualifying school attendance areas.* The purpose of section 101(a)(5)(A) of Pub. L. 93-380 amending section 141(a)(1)(A) of Title I is to allow local educational agencies to designate for projects, those schools which would otherwise qualify on the basis of their own enrollments but do not qualify because they are not located in an attendance area with large numbers of children from low-income families. Therefore, at the discretion of a local educational agency, notwithstanding any other provision of this section, Title I services may be provided for educationally deprived children enrolled in a school of such agency although the attendance area of that school does not qualify under this section if the percentage or number of children from low-income families in average daily attendance at that school is at least as high as the districtwide average percentage or number required for eligibility on an attendance area basis in accordance with paragraph (b) of this section.

(20 U.S.C. 241e(a)(1)(A); House Rept. No. 93-805, p. 16-17 (1974))

§ 116a.21 Needs assessment.

The application by a local educational agency under this part shall contain sufficient information and documentation to enable the State educational agency to determine that the applicant local educational agency has taken the steps in making a needs assessment described as follows:

(a) *Review of existing data.* The local educational agency has reviewed appropriate existing data, including past evaluations of Title I projects in that local educational agency, and data on the performance in the agency's basic programs of instruction of children residing in all eligible attendance areas. This must be done to determine the incidence and severity of educational deprivation among all children residing in an eligible attendance area. Such children shall include children enrolled in private schools, preschool children, children of school age not enrolled in a school, children in local institutions for neglected or delinquent children, as well as children enrolled in a public school.

(b) *Selection of project areas, target groups, and the needs to be served.* The local educational agency, on the basis of its findings from the review conducted under paragraph (a) has selected: (1) The project areas (in accordance with the procedures of § 116a.20); (2) The age or grade levels at which it will operate the Title I project (or projects); and (3) The types of educational needs to be addressed by these projects.

(c) *Identification of all target group children.* The local educational agency, using appropriate data and specified criteria, has identified all of the educationally deprived children in the project areas, who are in the age or grade levels and have the types of educational needs identified in accordance with paragraph (b).

(d) *Identification of children most in need.* The local educational agency has secured any additional objective data which, in combination with the existing data specified in paragraph (a), will enable it to identify which of the educationally deprived children identified in paragraph (c) are most in need of special assistance.

(e) *Selection criteria.* The local educational agency has set forth specific criteria by which the educationally deprived children residing in the project areas and all children in institutions for neglected or delinquent children counted for payment under this part will be chosen to receive Title I services. Educationally deprived children chosen may include those identified as having the greatest need in accordance with paragraph (d) and those residing in a project area who participated in a project conducted in the previous year (if such children are still educationally deprived). A child may not be excluded from participating in a project because he or she is not from a low-income family or not attending school at the time.

(f) *Diagnostic procedures.* The local educational agency has used adequate diagnostic procedures to determine the special educational needs of the children chosen to be served in a Title I project.

(g) *Consultation.* In making the determinations under this section, the local educational agency has, to the extent feasible, consulted with teachers, parents, and persons knowledgeable of the needs of private and public school children and children in local institutions for neglected or delinquent children.

(20 U.S.C. 241e(a), (1), (2), and (b); House Rept. No. 93-805, p. 20-21)

§ 116a.22 Project description, size, scope, and quality.

(a) *Project description.* Each application for one or more projects under this part shall contain a description of the project in sufficient detail to enable the State educational agency to make the determinations detailed in paragraph (b) of this section. This description shall include:

(1) The educational objectives of the project and the relationship of these objectives to the special educational needs identified by the diagnostic procedures required by paragraph (f) of § 116a.21;

(2) The resources (including the type of staff and materials) to be used in the implementation of the projects and plans for their use;

(3) The time periods and instructional settings for the project services;

(4) The number of the children to be served and a general description of their special educational needs;

(5) The approaches, methods, and techniques that will be used to evaluate the success of the project in attaining its objectives;

(6) A budget detailing the expenditures required for the implementation of the project;

(7) The special educational needs and number of children, if any, who reside outside the project area and who will participate, as well as the manner of their participation; and

(8) Specific provisions for informing and consulting with parents concerning the services to be provided for their children under Title I, the performance of their children and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide.

(b) *Size, scope, and quality.* A State educational agency shall not approve a project for which an application has been made unless it determines that the project is of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the children to be served. Such a determination shall be made only if the State educational agency finds that:

(1) The educational objectives of the project are adequately related to one or more of the special educational needs of the participating children as identified in accordance with § 116a.21;

(2) The resources to be used in the project and the plans for their use are consistent with and show reasonable promise of meeting the objectives of the project;

(3) The evaluation plans comply with § 116.43 and are adequate for measuring the attainment of the objectives described in subparagraph (a)(1) of this section;

(4) The expenditures for the project (as set forth in the budget) are:

(i) At least $2500 or a lesser amount as may be set by the State educational agency, in accordance with section 141 (a)(1)(B) of Title I, upon its determination that it would be impracticable (for reasons such as distance or difficulty of travel) for the applicant to join effectively with other local educational agencies for the purpose of meeting that dollar requirement;

(ii) Not imprudent, extravagant, excessive, or wasteful; and

(iii) Proposed for use solely to meet the special educational needs of educationally deprived children identified in accordance with § 116a.21;

(5) The project is concentrated on a sufficiently limited number of services for a sufficiently limited number of educationally deprived children, identified in accordance with § 116a.21, to show reasonable promise of meeting the educational objectives identified in subparagraph (a)(1) of this section;

(6) The project has not been designed to meet, nor will it have the effect of meeting, the general needs of schools or of the student body at large in a school or of a specified grade in a school;

(7) Any services or resources provided under Title I will be offered to only those children who have been selected to participate in the project in accordance with § 116a.21, except as approved in accordance with paragraph (b)(9);

(8) If services are provided in the regular classroom or in other settings in which children other than those properly selected to participate in the project will be presented, these services will be directed to the selected children and the effectiveness of the project will not be impaired by the presence of children other than those selected to participate;

(9) If educationally deprived children residing outside the project area will participate: (i) These children will meet

the criteria other than residency for participation in the project; (ii) Their participation will not result in the exclusion of children from the project area who meet these criteria; (iii) The project will have been designed solely for the selected children from the project area; and (iv) Participation of children from outside the project area will not impair the effectiveness of the project and will not result in any extra cost; and

(10) Services are equitably provided to all children with State and local funds without regard to the availability of Title I funds in the applicant's schools for the educationally deprived children.

(20 U.S.C. 241e(a) (1), (b) and 241j)

§ 116a.23 Participation by children enrolled in private schools.

(a) *General requirement*. Each local educational agency shall provide special educational services designed to meet the special educational needs of educationally deprived children residing in its school district who are enrolled in private schools. Such educationally deprived children shall be provided genuine opportunities to participate therein consistent with the number of such educationally deprived children and the nature and extent of their educational deprivation. The special educational services shall be provided through such arrangements as dual enrollment, educational radio and television, and mobile educational services and equipment. Such opportunities shall be made available to those educationally deprived children who reside in the public school attendance area or areas designated as the project area. If it is not practicable to apply a project to children enrolled in private schools because they are enrolled in a private school located in another school district, the applicant may make arrangements for such children with the local educational agency serving such other school district, including where appropriate, the making of a joint project application.

(b) *Determination of needs, number of children, and types of services*. The needs of educationally deprived children enrolled in private schools, the number of such children who will participate in the program, and the types of special educational services to be provided for them shall be determined, after consultation with persons knowledgeable of the needs of these private school children, on a basis comparable to that used in providing for the participation in the program by educationally deprived children enrolled in public schools.

(c) *Nature and comparability of services*. If, after consultation with persons knowledgeable of the needs of private school children, the local educational agency determines that it is necessary, in order to meet the special educational needs of eligible private school children, services and activities may be provided to such children which are different from those provided to public school children. However, consistent with the principles set forth in § 116a.22 of this subpart, those services and activities must be comparable in quality, scope, and opportunity for participation to those provided to public school children with needs of equally high priority.

(d) *Design of projects*. The opportunities for participation by educationally deprived children in private schools in the program of a local educational agency under Title I shall be provided through projects of the local educational agency which furnish special educational services that meet the special educational needs of such educationally deprived children rather than the needs of such schools or the student body at large or of children within a specific grade. Provisions for serving children in private schools shall not include the financing of the existing level of instruction in the private schools. The application shall contain sufficient information to enable the State educational agency to determine that, with respect to children enrolled in private schools, the requirements of § 116a.21 have been satisfied, and such application shall state the number of such children who were found to be educationally deprived according to specific criteria, the number of such children who are expected to participate in each of the services under Title I and the degree and manner of their expected participation.

(e) *Avoidance of separate classes*. Any project involving the participation at the same site of children enrolled in private schools and children enrolled in public schools shall include such provisions as are necessary to avoid classes which are separated by school enrollment or religious affiliation of the children.

(f) *Limitations on availability of services in other than public school facilities*. Public school personnel may be made available on other than public school facilities only to the extent necessary to provide special services (such as therapeutic, remedial, or welfare services, broadened health services, school breakfasts for poor children, and guidance and counseling services) for those educationally deprived children for whose needs such services were designed and only when such services are not normally provided by the private schools. The application for a project including such special services shall provide satisfactory assurance that the applicant will maintain continuing administrative direction and control over those services and, in accordance with § 116.36, over the use of equipment required to provide such services. Provisions for special educational services for educationally deprived children enrolled in private schools shall not include the paying of salaries for teachers or other employees of private schools, except for services performed outside their regular hours of duty and under public supervision and control, nor shall they include the construction of private school facilities.

(g) *Other requirements*. Special educational services and arrangements provided under this section shall meet the requirements of clauses (A) and (B) of section 141(a)(1), section 141(a)(2), and clauses (A) and (B) of section 141(a)(3) of Title I.

(20 U.S.C. 241e(a) (1), (2), and (3) 241e-1 (a); *Wheeler* v. *Barrera*, 417 U.S. 402 (1974))

§ 116a.23-1 Waiver of requirements for participation by children enrolled in private schools.

(a) *Approval of applications*. The State educational agency shall not approve an application for a grant for a program that does not meet the requirements of § 116a.23 of this subpart unless and until a final determination to waive such requirements has been made by the Commissioner pursuant to section 141A of Title I and satisfactory arrangements have been made for the provision of such services by the Commissioner under this section. The State educational agency shall notify the Commissioner that an application has been disapproved because of the local educational agency's failure to meet the requirements of § 116a.23 and set forth the reasons and supporting evidence for such disapproval.

(b) *Waivers in cases of legal prohibition*. If a local educational agency is prohibited by law from providing for the participation in special programs for educationally deprived children enrolled in private elementary and secondary schools as required by sections 141(a)(2) and 141A(a) of Title I and § 116a.23 of this subpart, the Commissioner will waive such requirement and the provisions of section 141(a)(2) and will arrange for the provision of services to such children through arrangements which shall be subject to the requirements of section 141A(a) of Title I. For the purpose of determining whether a local educational agency is prohibited by law from providing for participation of educationally deprived children in private schools, the Commissioner may require the State educational agency to furnish an opinion of the Attorney General of the State with regard to the status of State law regarding such participation.

(c) *Waivers in cases of substantial noncompliance*. (1) If the Commissioner determines that a local educational agency has substantially failed to provide for the participation, on an equitable basis, of educationally deprived children enrolled in private elementary and secondary schools (as set forth in an approved application) as required by section 141(a)(2) and 141A(a) of Title I and § 116a.23 of this subpart, he shall make arrangements for the provision of services to such children, which shall be subject to the requirements of section 141A(a) of Title I, upon which determination the provisions of such section and section 141(a)(2) of Title I shall be waived.

(2) Where a local educational agency, pursuant to an application approved under this Part, undertakes to provide for the participation, on an equitable basis, of children enrolled in private elementary and secondary schools (as required by Title I and § 116a.23 of this Part) and such agency thereafter reduces the size, scope, or quality of the services provided such children prior to

(i) a final determination by the Commissioner to waive such requirement and (ii) the implementation of satisfactory arrangements for the provision of such services by the Commissioner under this section, no obligations or expenditures incurred by such agency may be recognized as allowable under Title I for the period during which such reduction of services takes place.

(d) *Cost of arrangements by Commissioner.* When the Commissioner arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services from the appropriate allocation or allocations under Title I. In the case of arrangements under this section, such allocation shall be the allocation of the local educational agency affected, and at the discretion of the Commissioner, the proportionate amount of State administrative funds, except that no State may receive less than $150,000 as provided by § 116.4.

(e) *Notice, opportunity for hearing, judicial review.* (1) The Commissioner shall not take any final action under this section until he has afforded the State educational agency and local educational agency affected by such action at least sixty days notice of his proposed action and an opportunity for a hearing with respect thereto on the record.

(2) If a State or local educational agency is dissatisfied with the Commissioner's final action after a hearing under paragraph (e)(1) of this section, it may, within sixty days after notice of such action, file, with the United States Court of Appeals for the circuit in which such State is located, a petition for review of that action in accordance with the provisions in section 141A(b)(4) of Title I.

(20 U.S.C. 241e–1)

§ 116a.24 Bonus pay for teachers.

(a) *General.* An application for a grant for a project under Title I may include, as a part of the applicant's program, provision for the payment of bonuses to teachers in a limited number of schools serving attendance areas with exceptionally high concentrations of children from low-income families.

(b) *Definition.* For the purposes of this section, the term "teacher" means a person holding a teaching certificate in the State who has a regular instructional assignment and is taken into account in the computation of pupil-teacher ratios in the State.

(c) *Eligibility of teachers; amount of bonuses.* The eligibility of teachers for such bonuses may be made subject to such conditions, including the completion of prescribed courses of special training, as may be set by the local educational agency with the approval of the State educational agency. Such bonuses must be reasonable in amount but must be deemed (by the approving State educational agency) to be sufficient to attract to, or retain at, such schools the teachers best qualified to help meet the special educational needs of the educationally deprived children to be served by the program of the local educational agency.

(d) *Application.* (1) A project application that includes provision for the payment of teacher bonuses must demonstrate that the applicant's regular salary schedule has not attracted or has not retained sufficient numbers of teachers of high caliber in the area in which the teacher bonus provision is to be made applicable. It must also demonstrate how the local educational agency plans to recruit, hire, provide inservice training to, and evaluate all teachers who will receive bonuses, and how such teachers will serve as an integral part of the Title I program.

(2) The continuation of the payment of teacher bonuses by a local educational agency beyond a two-year period shall be conditioned upon a demonstration in project applications for subsequent years that bonus payments in the school district have in fact been effective in attracting and retaining teachers of high caliber and that such teachers have significantly contributed to improving the performance of educationally deprived children. For this purpose, the State educational agency must assume a special responsibility for monitoring and evaluating teacher bonus components of programs in the light of specific measurable goals and must collect and maintain data on the extent of the use and the effectiveness of such teacher bonus components of programs under Title I.

(20 U.S.C. 241e(a)(1))

§ 116a.25 Parent advisory councils.

(a) *General requirements.* Each local educational agency shall demonstrate in each annual application submitted under this subpart that it has established an advisory council (hereinafter "district advisory council") for the entire area to be served under Title I and, except as provided in paragraph (f) of this section, an advisory council for each school of such agency served by the program or project set forth in the application (hereinafter "school advisory council"). Such agency may establish intermediate councils for groups of schools within its school district. The purpose of the advisory councils is to encourage parental involvement at the local level as an important means of increasing the effectiveness of programs under Title I. The application of such agency shall demonstrate that the district advisory council, each intermediate council, and each school advisory council, in accordance with the provisions of this section:

(1)(i) Has, as a majority of its members, (A) parents of children (including parents of private school children) who are currently participating in the program or (B) parents of children who will participate in the projects proposed for the following fiscal year, if satisfactory data is available to identify such children.

(2)(i) In the case of a districtwide or intermediate advisory council, is composed of members selected by the parents in the school attendance areas designated as project areas, and (ii) in the case of a school advisory council, is composed of members selected by the parents in the school attendance area of such council;

(3) Has been given responsibility for advising the local educational agency in the planning, implementation, and evaluation of, such program or project;

(4) Is provided by such agency with access to appropriate information concerning such program or project;

(5) Operates under procedures which are adequate to insure timely and proper performance of its functions, including procedures for convening meetings, and for the recording and maintenance of minutes; and

(6) Has been provided with procedures for coordinating its functions and its recommendations to the local educational agency with those of other councils in the district.

(b) *Participation of parents in selection of councils.* All of the parents of children eligible to attend a public school serving a project area, including parents of children living in such area and enrolled in private schools, shall be eligible to participate in the selection of members of the appropriate district and intermediate councils and the school advisory council of that school.

(c) *Identification of parents eligible for membership.* In consultation with the district advisory council, the local educational agency shall establish appropriate procedures whereby parents of children who are currently participating in a project or who will be participating in the proposed project be identified so that they may be considered for membership on a school, intermediate or district advisory council. In no case may parents be identified, for the purposes of this subsection, unless they have first given their consent to be so identified.

(d) *Procedure for selection.* The local educational agency, after consultation with the district advisory council, shall establish appropriate procedures for the nomination and selection of parents eligible under paragraph (c) and other persons for service on district, intermediate and school advisory councils. Such procedures shall include provision for affording timely and adequate notice to the parents and the general public in the agency's school district (or in the appropriate school attendance area in the case of a school council) of the time, place, and method whereby such selection would be made. The local educational agency shall take appropriate measures, such as the publication of the notice in a language other than English, to insure that adequate notice is provided for parents in an area where the dominant language is other than English. Upon the selection of members of the council, the names of all members of such council shall be made available to the public through appropriate notices and continue to be available upon request. Members of an advisory council shall be residents of the school district, and members of a school council shall reside in the attendance area of that school.

(e) *Membership of districtwide or intermediate councils.* The local educational agency may provide that the membership of its districtwide or intermediate advisory councils will be composed solely of members of the school councils, each member of which is elected by his or her school council.

(f) *Local educational agencies with one school or less than 1,000 students in all project area schools.*

If a local educational agency (1) has less than 1,000 students enrolled in its project area schools, or (2) has only one project area school, it may decide, with the approval of the State educational agency to have its district advisory council also serve as its school councils. In any such case the district council shall consist of at least one advisory council member representative of each project area school.

(g) *Involvement of councils.* Each local educational agency shall include in its application sufficient information to enable the State educational agency to make the following determinations:

(1) That each council member has been furnished copies of Title I of the Act, the Federal regulations, guidelines and criteria issued pursuant thereto, State Title I regulations and guidelines,

(2) That all council members will receive appropriate training materials and orientation which will assist them in carrying out their functions under this section; and

(3) That each council will be provided with the local educational agency's current application, other information and documents (such as prior applications in accordance with the availability of information to the public pursuant to § 116.45 for Title I projects and evaluations thereof) as may be needed for the effective involvement of each such council in the planning, implementation, operation, and evaluation of projects under Title I;

(4) That each council has had an adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the project area (or areas), and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs; and

(5) That all parents of children to be served have had an opportunity to present their views concerning the application to the appropriate school council, and that each council has had an opportunity to submit its comments to the local educational agency which shall consider such comments in determining whether or not the application shall be approved and submitted to the State educational agency.

(h) *Additional rules and procedures.* The State educational agency may establish such additional rules and procedures, not inconsistent with the provisions of this section, as may be reasonably necessary to insure the involvement of parents and the proper organization and functioning of parent advisory councils.

(20 U.S.C. 241e(a)(8), (14), 1231d H. Rept. 93-805, p. 18-19 (1974))

§ 116a.26 Comparability of services.

(a) *State agency action regarding applications.* A State educational agency shall not approve an application of a local educational agency for a grant under section 141(a) of Title I, or make payments of Title I funds under a previously approved application of such agency, unless that local educational agency has demonstrated, in accordance with paragraph (e) of this section, that services provided with State and local funds derived from public sources in Title I project areas are at least comparable to the services being provided with such State and local funds in schools serving attendance areas not designated as Title I project areas. Such approval shall not be given unless the local educational agency also provides the assurances and the additional information required by paragraph (h) of this section with respect to the maintenance of comparability. For the purpose of this section, State and local funds include those funds used in the determination of fiscal effort in accordance with § 116.19.

(b) *Reports by local educational agencies.* The State educational agency shall require each local educational agency (except as provided in paragraph (l) of this section) to submit a report in such form as the Commissioner will prescribe, containing the information required by the State educational agency to make the determinations specified in paragraph (e) of this section. Such report shall include the following data for each public school serving a project area (in whole or in part) unless such school is exempted by paragraph (k) of this section, and on a combined basis, for all other schools of corresponding grade levels (as grouped in accordance with paragraph (i) of this section):

(1) The number of children enrolled. For this purpose, children enrolled in kindergarten may be counted on a full-time equivalency basis. Additionally, if the governing body of a State or a local educational agency has mandated in law or local ordinance that State and local funds shall be expended at different rates for children in certain educational categories, age groupings, or grade levels, then the number of such children enrolled for the purpose of the local educational agency's comparability report may, with the approval of the State educational agency, be derived by multiplying the actual number of children enrolled by the rate specified for each such category, age grouping or grade level.

(2) The full-time equivalent number of certified and noncertified instructional staff members, who are paid with State or local funds regularly assigned to such public school or schools;

(3) The total amount of State and local funds being expended on an annual basis for salaries for such instructional staff members less the amount of such salaries based on length of service (longevity);

(4) The number of enrolled children as reported under subparagraph (1) of this paragraph per instructional staff member as reported under subparagraph (2) of this paragraph;

(5) The amount expended per enrolled child as reported under subparagraph (1) of this paragraph for salaries for instructional staff as reported under subparagraph (3) of this paragraph; and

(6) The number of children and of members of instructional staff and expenditures for such staff, if any, that were excluded from determinations in accordance with paragraph (j).

The term "instructional staff members" as used in this section means staff members who render direct and personal services which are in the nature of teaching or the improvement of the teaching-learning situation. The term includes teachers, principals, consultants, or supervisors of instruction, librarians, and guidance and psychological personnel; it also includes aides or other paraprofessional personnel including clerical personnel employed to assist such instructional staff members in providing such services.

(c) *Date as of which data must be collected.* The data required by paragraph (b) of this section shall be as of a date not later than November 1 of each fiscal year as specified by the State educational agency. To the extent practical such date shall be the date nearest October 1 as of which similar data, such as enrollment data, are required for reports to the State educational agency. The local educational agency with the approval of the State educational agency may, however, submit data based on averages for a definite regular school reporting period which includes the date specified by the State educational agency.

(d) *Date for filing report.* The report required by paragraph (b) of this section shall be filed with the State educational agency no later than December 1 of each fiscal year.

(e) *Determination of comparability.* The services being provided by the local educational agency with State and local funds in a Title I project area shall be deemed to be comparable to the services being provided with such funds in areas not being served under Title I, if the State educational agency determines that, for schools serving corresponding grade levels:

(1) The number of children enrolled per instructional staff member, reported in accordance with paragraph (b)(4) of this section, for each public school serving a Title I project area is not more than 105 percent of the average number of children per instructional staff member in all other public schools in the applicant's district; and

(2) The annual expenditure per child, determined in accordance with paragraph (b)(5) of this section, in each public school serving a Title I project area is not less than 95 percent of such expenditure per child in all other public schools in the applicant's district.

(f) *Action by State agency in cases of non-comparability.* (1) If any school serving a Title I project area is determined not to be comparable under paragraph (e) of this section, as of the date specified in accordance with paragraph (c) of this section, and the local educational agency does not submit a revised comparability report by December 1 of that year showing that comparability in accordance with this paragraph has been achieved, the State educational agency shall as of that December 1 suspend its approval of the project until the date such a report is submitted to that agency, provided the date of such submission is not later than the following March 31. Where such a report is filed by March 31, such suspension shall be lifted as of the date on which comparability has been achieved by such agency as shown in such report. Each revised report shall include all data required by paragraph (b), recorded as of a specific date on which the reallocation of resources has taken effect.

(2) If such a report is not submitted to the State educational agency by March 31, that agency, after notifying the applicant agency and providing it an opportunity for a hearing (in accordance with the provisions of § 116.6(b) of Part 116), shall finally disapprove the project and reallocate all unobligated funds in the applicant's allocation as of December 1 to other complying local educational agencies in the State in accordance with the provisions of § 116a.11 of this part.

(3) If the State educational agency finds that, as of a date after December 1, a local educational agency has failed to maintain comparability in accordance with paragraph (e) of this section and has not taken prompt action to correct that lack of comparability, the State educational agency shall, as of the date of such failure to maintain comparability, suspend its approval of the project until the date as of which such local educational agency (by means of a revised comparability report) demonstrates that comparability has been achieved. If such local educational agency fails to demonstrate compliance by March 31, the State educational agency shall revoke its approval of the project (subject to notice and opportunity for hearing) as of the date the local educational agency was found not to be in compliance and shall reallocate the balance of the unobligated funds to other complying local educational agencies in the State.

(4) No Title I funds may be used to pay for obligations incurred by a local educational agency during a period of suspension under this section.

(g) *Special reports regarding migratory children.* (1) For the purpose of this section, the Commissioner may designate those local educational agencies which enroll substantial numbers of migratory children of migratory agricultural workers and migratory fishermen from which a State educational agency shall secure special reports. Each such report shall be in the form prescribed in paragraph (b) of this section and the data provided shall be as of the date prescribed by the Commissioner.

(2) Such date will be selected on the basis of the best available information indicating when the highest concentration of migratory children of migratory agricultural workers or migratory fishermen in the school district of the local educational agency is most likely to occur. The Commissioner will also designate the date such a special report shall be submitted to the State educational agency and by that agency to him.

(3) The State educational agency shall determine on the basis of such special report whether the local educational agency is providing comparable services in project areas in accordance with paragraph (e) of this section and shall take such action as may be required by paragraph (f) of this section.

(h) *Assurances and data filed by local educational agencies.* On or before July 1 of each year each local educational agency shall file with the State educational agency:

(1) An assurance that the comparability of services previously demonstrated with respect to Title I project areas in accordance with paragraph (e) of this section will be maintained in all such areas, including areas serving migratory children of migratory agricultural workers or migratory fishermen, that will be designated as Title I project areas for the next fiscal year;

(2) Data on schools serving attendance areas, if any, that will be designated for Title I projects for the next fiscal year but were not designated for such projects in the preceding fiscal year. Such data shall show either that such schools would have been comparable during the preceding fiscal year if those areas had been designated for projects or will, as the result of specific action by the local educational agency, be comparable during the next fiscal year; and

(3) A statement of the specific policies and procedures adopted by the local educational agency to assure that textbooks, library resources, and other instructional materials and supplies are provided for each school serving a Title I project area on a basis that is comparable to that for non-project areas.

(i) *Grouping of schools.* (1) For the purposes of this section, a local educational agency shall group its schools by corresponding grade levels not to exceed three such groups (generally designated as elementary, intermediate or junior high school, and high school or secondary) for all the schools in the school district of such agency, except that local educational agencies providing education at seven or fewer grade levels above kindergarten shall be limited to one group, and those agencies providing education only at eight or nine grade levels above kindergarten shall be limited to two groups. In the case of agencies providing education at any level from grades six through twelve but only at those levels, the number of such groups shall be limited to two if the number of such grade levels is five or six and to one group if the number of such grade levels is four or less.

(2) A school serving grades in two or three such groups shall be included in that group with which it has the greatest number of grades in common. Where the number of grades in common are equal between two or more groups, the school shall be included in the lower grade division. For example, a local educational agency might have the following grade span organization: K–6 (elementary), 7–9 (junior high), and 10–12 (senior high). In addition, the local educational agency might have an intermediate school serving grades 5–8. Since this intermediate school has two grades in common with the elementary division (grades 5 and 6) and two grades in common with the junior high division (grades 7 and 8), it would be included in the lower grade division (elementary) for determining comparability.

(3) Local educational agencies having schools serving eight or more grades above kindergarten may consider such schools to be a separate group in addition to the number of groups determined under subparagraph (1).

(4) If, for a particular grade span, one school has an enrollment that is at least two times that of another, the local educational agency may divide such schools in that grade span into two groups; one for the schools with the larger enrollments and one for the schools with the smaller enrollments, except as provided in the following sentence. Local educational agencies having schools with enrollments of 100 or less shall exclude such schools in making a determination of the size of the smallest school.

(20 U.S.C. 241e(a)(3))

(j) *Exclusions from determinations in certain cases.* (1) In cases where handicapped children (as defined in § 121.2 of this chapter) or children with specific learning disabilities (as defined in § 121.2 of this chapter) are enrolled full time in special education classes, and where children of limited English speaking ability are enrolled full time in special programs of bilingual education, all those children, the teachers and other instructional staff members who serve them, and instructional expenditures for such staff may be excluded by the local educational agency (at its option) in determining the comparability of services provided in project areas.

(2) Subject to the provisions of paragraph (j)(3) of this section, a local educational agency may (at its option) exclude from determinations under this section, expenditures of State and local funds for (i) programs of bilingual education for children of limited English-speaking ability or (ii) special programs for handicapped children where such children of limited English-speaking ability or such handicapped children do not participate in such programs on a full time basis and may also exclude the staff employed with such State and local funds. If expenditures for staff and numbers of staff are excluded in accordance with the preceding sentence, then the full time equivalent number of children served under such programs may also be excluded.

(3) In order to make the exclusions as provided for in paragraph (j)(1) and

(j)(2) of this section, a local educational agency must demonstrate, to the satisfaction of the State educational agency, that the services provided with such State and local funds to such children of limited English-speaking ability or handicapped children who reside in Title I project areas are comparable to such services provided to similarly disadvantaged children in nonproject areas.

(4) For the purposes of this section, the term "program of bilingual education" means a program of instruction designed for children of limited English speaking ability.

(5) State and local funds expended for State and local programs similar to programs provided under Title I for educationally deprived children and the number of full time equivalent instructional staff members employed through the use of such funds may, at the option of the local educational agency, be excluded from determinations under this section. For the purpose of this section a State or locally funded program for educationally deprived children shall be considered to be similar to programs under Title I if (i) the participating children are "educationally deprived" children as defined in § 116.2 of Part 116; (ii) the program is based on performance objectives related to educational achievement and provides supplementary services designed to meet the special educational needs of those particular children; (iii) the program is evaluated in a manner consistent with those performance objectives, and (iv) for purposes of determining compliance with clauses (i)-(iii) the local educational agency is separately accountable to the State educational agency for any State or local funds expended for such program.

(20 U.S.C. 241e(a) (1), and (3), 244(17); House Rept. 93-805, p. 18 (1974), Senate Rept. No. 93-1026, p. 147 (1974))

(k) *Schools with 100 or less children.* A school with an enrollment of 100 children or less (as of the date or dates the data required by paragraph (b) of this section are collected) shall not be included for purposes of this section, provided that, if the local educational agency operates schools of such size and corresponding grade levels both for areas to be served and areas not to be served under Title I, such agency files with the State educational agency a statement of the policies it will follow concerning the allocations of staff to such schools and the State educational agency finds that such policies are consistent with the objectives of this section.

(l) *Inapplicability to certain agencies.* The requirements of this section are not applicable to a local educational agency which has shown the State educational agency that it is operating only one school serving children at the grade levels at which services under Title I are to be provided or which has designated the whole of the school district as a project area in accordance with § 116a.20(d).

(m) *Maintenance of records.* (1) Local educational agencies required to report under this section shall maintain, by individual schools

(i) Appropriate resource records, including records of children's enrollment;

(ii) Worksheets showing the total number of full-time instructional staff members, the full-time equivalent number of part-time instructional staff members and the total amount of State and local funds being expended for their salaries (including the prorated portions of salaries for part-time staff) less the total amount of such salaries based solely on longevity;

(iii) Appropriate records documenting the exclusions made pursuant to paragraph (j) of this section; and

(2) Such records and worksheets, demonstrating the maintenance of comparability for the entire school year, shall be filed, indexed, and maintained in such a manner that they may be readily reviewed by appropriate local, State, and Federal authorities and shall be retained in accordance with applicable record retention requirements. All such records and worksheets shall be available to the public in accordance with the provisions of § 116.35.

(n) *State agency submissions.* (1) By January 1 of each year, the State educational agency shall submit to the Commissioner in such form as he will prescribe, a copy of the comparability report for each local educational agency in the State which the Commissioner has determined to be in a national sample of such agencies for that year.

(2) The State educational agency shall also submit to the Commissioner by January 1 of each year, a report identifying each local educational agency that failed to meet the comparability requirement of paragraph (e) of this section on the date specified under paragraph (d) or (g) of this section and indicating for each such agency either (i) that such agency has allocated or reallocated sufficient additional resources to Title I project areas so as to come into compliance with such requirements and has filed a revised comparability report reflecting such compliance or (ii) that the State educational agency is withholding the payment of Title I funds to the noncomplying local educational agency.

(3) A copy of each revised comparability report in such form as the Commissioner will prescribe shall be included with the State educational agency's report to be submitted by January 1.

(4) Not later than April 30, the State educational agency shall report to the Commissioner whether any noncomplying local educational agencies have come into compliance, and if so, the State educational agency shall include revised comparability reports for such local educational agencies reflecting such compliance.

(o) *Local educational agencies which receive substantial Federal funds.* A local educational agency receiving at least 95 percent of its funds for education from Federal sources shall not be required to meet the provisions of this section.

(20 U.S.C. 241e(a)(3))

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ENCLOSED ERIC JOURNAL ARTICLES

The Best of ERIC, Clearinghouse on Educational Management, "Advisory Committees", Number 6, February 1975, 4 p.

ERIC: WHAT IT CAN DO FOR YOU

ERIC, the national Educational Resources Information Center, is operated by the National Institute of Education of the Department of Health, Education and Welfare as a service to educators throughout the country. ERIC makes available through hundreds of libraries and information centers over 100,000 unpublished, hard to find documents on all phases, levels, and subject areas of education.

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Number 6 February 1975

The Best of ERIC

Clearinghouse on Educational Management

The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the Association of California School Administrators.

Advisory Committees

Bagin, Donald; Grazian, Frank; and Harrison, Charles H. *School Communications: Ideas That Work. A Public Relations Handbook for School Officials.* Chicago: Nation's Schools Press, 1972. 155 pages. ED 070 134 Document not available from EDRS. (Available from Nation's Schools Press, McGraw-Hill Publications Company, 230 West Monroe Street, Chicago, Illinois 60606. $4.95.)

This book, written by three school communications consultants who are also practitioners, has a chapter on producing results through advisory committees. Schoolmen who shy away from advisory and study groups are advised to consider the pluses such groups provide. Many people will believe the advisory committee before they will believe school officials about recommendations requiring money. Face-to-face communication changes attitudes of friends and neighbors. People want to be in on what is going on in their schools and will work to improve them.

Two major types of advisory committees are helpful—one to provide constant feedback, the other to study specific problems facing the community. Membership should include the "antis," since one key purpose is to find out what the community is thinking. The authors' research indicates that people who are negatively disposed toward the schools become favorably inclined after one year on an advisory committee.

Flores, Robert R. "Wanted—Community Involvement in Education." *School Management*, 15, 12 (December 1971), pp. 28-29, 48.

Educational institutions have always had input from the upper and middle classes: the drastic need today is for input from *all* groups. In this perceptive and practical article, the author focuses on how to obtain community involvement of minority groups.

Why involvement. Governmental programs, such as the ESEA Title I programs requiring advisory committees if they are to be funded, have forced the public schools to bring lay people into educational planning. Committees on personnel, discipline, human relations, dress codes, and others dealing with human problems must reflect the makeup of the entire community.

How to get involvement. The first step is a survey of the community, including militant as well as conservative elements, to identify community leaders who should be contacted by the head of the organization rather than by a subordinate. A patronizing attitude during the initial meeting is "the number one cardinal sin," and it is not advisable "to use parliamentary procedure in early meetings," but rather to work out procedures and rules of the group's own making.

How to communicate. Flores offers thoughtful comments on how "establishment people" can communicate effectively with "grass-roots people," pointing out how certain approaches and phrases can antagonize or turn people off. His suggestions should make for the kind of interaction that is based on understanding.

Hamlin, Herbert M. "How to Develop Citizen Participation in Local School Policymaking." *Updating School Board Policies*, 4, 7/8 (July-August 1973), pp. 2-4, 9-10. EJ 085 927.

Citizens committees—failure or success? This question and a lot of other questions about advisory committees are asked and answered in this article. What to do and what not to do about policies, members, purposes, and activities are discussed.

A citizens committee is no substitute for the board of education, but as a partner it can share with the board, the school staff, and others in the development of policies the board will enact.

Hofstrand, Richard K., and Phipps, Lloyd J. *Advisory Councils for Education: A Handbook.* Urbana: Department of Vocational and Technical Education, University of Illinois, 1971. 49 pages. ED 057 213 MF $0.75 HC $1.85. (Also available from Urban Educational Development Laboratory, Department of Vocational and Technical Education, 338 Education Building, University of Illinois, Urbana, Illinois 61801. $0.50.)

Administrators planning to organize a citizens committee or looking for answers to questions about such groups should put this handbook on their reading list. Five chapters of detailed, straightforward information discuss benefits, organization, development, and functions of advisory groups.

Administrators and boards of education are realizing the benefits of citizens committees—advice and assistance and better use of time and resources. Learners, council members, parents, schools, and the community also gain. Every community evaluates its schools: the conclusions and judgments of an advisory council collecting and disseminating appropriate information can crystallize support for the schools and offset vague and unrealistic criticism.

Regardless of the size of the district, the authors suggest a central council of 9-12 people, supplemented by other committees of 5-9 members. A desirable objective is to involve 1 percent of the voters in committees that are school sponsored rather than independent, both temporary and continuing, and advisory not administrative. The selection process receives detailed treatment.

In developing council operations, two concerns are important: internal workings such as bylaws, responsibilities, and policies; and the process of how members can become informed and can learn about problems to be studied.

Advisory councils should avoid such questionable activities as independent reports to the public, noneducational concerns, pressure tactics, fund-raising, involvement in personnel matters, and the "hows" of learning, teaching, counseling, or administration.

Illinois State Board of Vocational Education and Rehabilitation. *Advisory Council Member.* Springfield, Illinois: Vocational and Technical Education Division, 1973. 18 pages. ED 083 438 MF $0.75 HC $1.50.

In this pamphlet, an advisory council is defined as a group of persons selected to advise the school, students, instructors, and administrators regarding career education efforts within the community. Members, predominantly from outside the field of education, are chosen because of specialized knowledge.

Information is primarily directed toward new members, listing types of councils, what councils can do to help administrators and teachers, roles of the chairman and of members, and various sample activities.

Jenkins, Jeanne Kohl. "Impression Management: Responses of Public School Principals to School-Community Advisory Councils." Paper presented at American Educational Research Association annual meeting, Chicago, April 1974. 37 pages. ED 090 665 MF $0.75 HC $1.85.

This paper discusses how the principals of the Los Angeles public schools are dealing with the changes in their decision-making role occasioned by the introduction of mandatory school-community advisory councils.

Using references to other studies and authorities, Jenkins scrutinizes principal-advisory council relations. Principals see their role as that of legitimate decision-maker in the school, yet acknowledge that council members may challenge that role. A potential for conflict exists if mutual expectations for involvement in decision-making differ.

To influence the perceptions councils develop about the principal and his authority, and about themselves and their involvement, principals, it is found, use varying manipulative strategies. Jenkins explains these techniques as "impression management"—how an individual manufactures impressions of himself for the benefit of other human beings with whom he interacts.

Principals whose communities and councils are less supportive and even challenging appear more likely to use techniques of impression management than do principals whose communities and councils are supportive of the principal's authority to make final decisions.

Johnson, C. Montgomery, and Clocksin, Virginia. *School Bond Issues: Pass-Fail. Community Plan of Action in Support of Schools.* Chicago: The Sports Foundation, Inc., 1972. 40 pages. ED 078 561 MF $0.75 HC not available from EDRS. (Available from Compass, Suite 1400, 221 North LaSalle Street, Chicago, Illinois 60601. $2.00.)

A brief discussion of the role of the citizens advisory committee in special levy or bond issue campaigns touches on the effects of attitudes of existing advisory groups, contributions and liabilities of committees, and relationships between the campaign committee and the advisory unit.

Los Angeles Unified School District. *An Evaluation of School-Community Advisory Councils.* Los Angeles: Office of Education and Management Assessment, 1972. 120 pages. ED 091 823 MF $0.75 HC $5.40.

The "people process" is in action in the Los Angeles Unified School District where the board of education has mandated a school-community advisory council in every school.

The results of evaluation survey questionnaires, sent to all principals and council chairmen, and to randomly selected council members, offer statistical data, analysis of strengths and weaknesses, and conclusions and recommendations.

In the opinion of all the respondents—principals, chairmen, staff, parents, community representatives, and students—the greatest strength of the advisory council is in the cooperation within the group; the greatest weakness, in community apathy.

Principals cited the following as strengths: community interest, democratic representation of membership, effective school-community communications, support of the existing PTA, and involvement in school problems. Principals expressed frustration over unskilled and untrained council chairmen, inexperienced members, poor attendance at meetings, and unavailability of funds.

The most recognizable need is for inservice training for all members, with special focus on the roles of the chairman and the principal, who represent equally important elements in the council success.

Lovetere, John P. "Student Involvement on School Committees." *NASSP Bulletin*, 57, 373 (May 1973), pp. 132-137. EJ 076 885.

A principal who believes that the answer to involving students in school operation lies in the principles of participatory democracy reports on the successful use of multilevel advisory committees in his junior high school.

Student involvement in a permanent advisory group means sharing in the decision-making process, but does not mean making all the decisions. The members concerned—boards of education, administrators, principals, faculties, and students—are responsive to good committee work, and through public deliberations their positions become less self-serving and more in harmony with the general good. The principal may lose some power as a result of student involvement, but his influence will be enhanced.

National School Boards Association. *Policies for Better Advisory Committees. Educational Policies Development Kit.* Waterford, Connecticut: Educational Policies Service, 1972. 25 pages. ED 067 751 MF $0.75 HC not available from EDRS.

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(Available from National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201. Kit No. 72-55, $2.00.)

A kit assembled to help school boards develop policies about advisory groups includes a few pages of background discussion and policy samples and resources reproduced from the files of the NSBA Policy Information Clearinghouse.

The discussion is brief, but it clearly points up some reasons why one committee will succeed and another will fail, and the differences between the fake and the valid. Boards are cautioned not to expect citizens committees to put out educational fires or to bring peace in the midst of controversy; instead, boards should encourage the committees to help the board sense the coming of changes and anticipate crises.

Committees who are given a clear objective and helped to develop rules for operating will most likely succeed. Four aspects of committee life, however, are subject to board wishes: how the committee is to be appointed, the selection of members, the length of the committee's life, and the handling of operational matters.

Policy samples from a dozen schools provide working papers that can be adapted to meet local requirements.

Oldham, Neild B. *Citizens Advisory Committees: Public Participation Increases; Guides Change in American Education. Current Trends in School Policies and Programs.* Arlington, Virginia: National School Public Relations Association, 1973. 56 pages. ED 091 853 MF $0.75 HC $3.15. (Also available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-13307. $6.75.)

Information from a survey conducted by *Education U.S.A.* summarizes current trends, policies, and practices of citizens councils.

Survey responses reveal that the citizens advisory committee movement has taken off in unexpected directions. Originally intended as a group serving the entire district and its board of education as a consultative body, the citizens committee is now appearing frequently at the school building level as an operational unit.

At the district level, the advisory committee makes its best contribution when it is created for a major policy purpose and utilized for consultation. At the school building level, the committee "rolls up its sleeves and goes to work," performing rather than advising.

Citizen participation raises questions: How to set up committees, select members, choose tasks, get the most value from efforts, and determine the characteristic most valuable to a school system? Some answers and ideas to try and to test are offered in the survey analysis and in the illustrations from various communities and districts.

"Rebuilding a School: Four Views on Community Participation." *CEFP Journal*, 11, 3 (May-June 1973), pp. 8-11. EJ 078 813.

The director of the School Building Planning Division, the chairman of the Community Advisory Planning Committee, and two commissioned architects express their views that the use of an advisory group in planning the rebuilding of a Los Angeles high school produced a better school.

In the viewpoint of one partner on the team, there is no better way to plan a good school than community involvement. Although the architect may give more of his time initially, listening to what the community really wants, in the long run time was saved.

Stavdal, Bill. "Getting People Input into a School System." *School Progress*, 41, 9 (September 1972), p. 37. EJ 063 882.

Based on the experiences of a Canadian school district, this report offers advice on how to know what the public wants and how it feels about existing offerings, without undercutting the professional educators. In forming a system of ad hoc advisory groups, the district believes that it has "hit upon a worthwhile, but not perfect, vehicle of community opinion."

Groups can be initiated by the board of education or by the community and should be open to any public school student or any citizen with an opinion to put forward. Short-lived advisory groups, each focusing on a specific issue, are found to be most effective in attracting interested people.

Sumption, Merle R., and Engstrom, Yvonne. *School-Community Relations: A New Approach.* Administration in Education Series. New York: McGraw-Hill Book Co., 1966. ED 015 524 Document not available from EDRS. (Available from McGraw-Hill Book Company, 8171 Redwood Highway, Novato, California 94947. $8.95.)

Citizens school advisory committees are called by many names—councils, commissions, study groups, consulting committees, parents advisory councils, or advisory councils. Whether local, state, or national, such organizations may be classified as independent or school-sponsored, temporary or continuing, overall committees or phase committees.

Writing in the belief that "citizen participation in the school program on a sound, organized basis can and should be the keystone principle of school-community relations," these authors recommend such participation by way of the school-sponsored, continuing, overall advisory committee. Their chapter contains detailed information on the selection and organization of committees, guidelines for effective operation, utilization of professional consultants, areas of study to be undertaken, and dangers and difficulties to be avoided.

University of California at Riverside. *A Master Plan Citizens Committee for the Oakland Public Schools.* Riverside: Western Regional School Desegregation Projects, 1971. 16 pages. ED 065 650 MF $0.75 HC $1.50.

A multiple option approach for deepening parent and community participation in the Oakland Public Schools "recognizes that there is no single best way to involve parents and community in the vital issues at a given school." Rather, "depending on local needs, tradition and circumstances, each school community is free to design and propose its plan for the most effective organization." Options include strengthening existing groups, creating a school advisory council, or electing a school site advisory board.

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Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Association of California School Administrators for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Association of California School Administrators or the National Institute of Education.

EA 006 464

This proposal for a Master Plan Citizens Committee (MPCC), to be operational from April 1971 through June 1972, outlines objectives and functions. Guidelines are provided for organization of and participation on school site committees formed under the multiple option program. The principal is responsible for seeing that a cross-section of all parents and community concerned are involved in discussing the alternatives and coming to a decision on the plan.

Membership and responsibilities of the MPCC are discussed, including description of the task forces to be established on curriculum and instruction, school buildings, community resources, decentralization, school finances, and any other areas the committee feels should be investigated. It is suggested that the school site committees develop mini-master plans in relation to these task force areas.

Zelman, Susan, and Grainer, Marc. "An Evaluation of Citizen Participation in an Urban School." Paper presented at the American Educational Research Association annual meeting, Chicago, April 1974. 39 pages. ED 091 806 MF $0.75 HC $1.85.

Although this study considers the concept of citizen participation only as it relates to the improvement of educational services to the urban culturally deprived, the findings are interesting to all administrators.

The operations of a citizen committee associated with two neighborhood schools in the Boston area were studied to evaluate the effectiveness of the committee in achieving certain outcomes.

Political outcomes (defined as increase or decrease in citizen political power): The committee was unable to generate any citizen influence over school policy in areas of finance, curriculum, and personnel.

Socio-psychological outcomes (citizen feelings of control and identification with school policy-making processes): Although citizen participation seems to increase citizen feelings of control over decision-making, in fact these committees have no influence. This false sense of participation is dysfunctional to both citizens and administrators in that people who think they are being represented may not make any further efforts, or they may become frustrated if their input is ignored.

Programmatic outcomes (parent knowledge of school affairs and interest in children's work): A positive relationship is shown between participation and knowledge of school affairs. This outcome is important as a prerequisite for parent and administration promotion of educational change. However, analysis shows no relationship between participation and interest in children's school work, a finding that questions the usefulness of the participation policy to increase academic success of culturally deprived children by means of increased parental involvement.

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